# 2006 Mississippi Language Arts Curriculum Framework - Revised

Dr. Hank M. Bounds, State Superintendent of Education
Dr. Beth Sewell, Executive to the Superintendent
Dr. Kris Kaase, Associate State Superintendent of Academic Education
Robin Miles, Bureau Director, Office of Reading, Early Childhood and Language Arts

# ACKNOWLEDGEMENTS

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# MISSION STATEMENT

The primary purpose of the *2006 Mississippi Language Arts Framework-Revised* is to promote an understanding of the principles, concepts, and processes of the language arts curriculum in Mississippi. The content of the framework is centered on the areas of reading, writing, listening, speaking, viewing, research, and inquiry. In teaching each of these key areas of the language arts curriculum, teachers should work to ensure students are actively engaged in meaningful activities that emphasize the importance of language arts in daily life; enhance students' confidence in their ability to read, write, speak, listen, view, and conduct research; and help students learn to communicate and reason more effectively. The framework provides teachers with a guide to assist in instructing students with the essential language arts concepts students should learn as they pursue a career or continue their education.

# PURPOSE

The *2006 Mississippi Language Arts Framework-Revised* is the basis for curriculum development for K-12 language arts teachers in Mississippi. The framework provides an outline of what students should know and be able to do through competencies and objectives (previously identified as benchmarks and benchmark items), as well as curriculum guides that include teaching strategies and student activities. The framework replaces the previous document, the *Mississippi Language Arts Framework 2006* that was implemented in 2006.

# CYCLE

All Mississippi content area frameworks are reviewed on a six (6) year cycle. Approximately three years after a framework is implemented, a team is chosen to review the current framework and recommend changes and modifications based on research and best practices in the teaching of language arts as reflected in state and national trends.

The pilot year (optional) for the *Mississippi Language Arts Framework 2006* was school year 2005-2006. The implementation year for the framework was school year 2006-2007. The implementation year for the *2006 Mississippi Language Arts Framework–Revised* is school year 2007-2008.

# ORGANIZATION

The framework is organized by grade level (K-12) and by course at the secondary level. A general description that includes the purpose, overview, and suggested prerequisites is found preceding each Curriculum Outline for the grade level or course. To enhance the implementation of the framework, a Glossary and Appendix are included at the end of the framework. The

objectives require an extension of knowledge and broader, deeper application of skills. A critical component at each grade level is text complexity. Text complexity is indicated by such elements as sophistication of language, content, and syntax. As students move from kindergarten to grade twelve, texts should require a greater cognitive involvement by the student in order for the student to appreciate and comprehend the meaning and beauty inherent in language. Text composed by students should also reflect this increasing complexity.

Competencies are intentionally broad in order to allow school districts and teachers the flexibility to create a curriculum that meets the needs of their individual students. They may relate to one, many, or all of the language arts curriculum strands and may be combined and taught with other competencies throughout the school year. Competencies do not have to be taught in the order presented in the framework. The competencies are presented in outline form for consistency and for easy reference throughout the framework. Competencies may be taught throughout the year in any order and combined with other competencies. They are not ranked in order of importance. Competencies provide a general guideline of on-going instruction, not isolated units, activities, or skills. The competencies are not intended to be a list of content skills that are taught, assessed, and recorded as "mastered."

## OBJECTIVES

Objectives (previously identified as benchmarks and benchmark items), indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. Objectives require an extension of knowledge and broader and deeper application of skills. A listing of numbered items further defines objectives. Many of the objectives are interrelated rather than sequential. Objectives are not intended to be taught in the specific order in which they are presented. Multiple objectives can and should be taught at the same time.

The Mississippi Curriculum Tests 2$^{nd}$ Edition (MCT2) will be developed based on the objectives found in the framework. At least fifty percent (50%) of the test items on the MCT2 must match the Depth of Knowledge level assigned to the objectives for each competency. The Depth of Knowledge (DOK) level is indicated at the end of each objective.

## DEPTH OF KNOWLEDGE

Each objective for the *2006 Mississippi Language Arts Framework-Revised* has been assigned a depth-of-knowledge (DOK) level based on the work of Norman L. Webb. DOK levels help administrators, teachers, and parents understand the objective in terms of the complexity of what students are expected to know and do. Standards (i.e., competencies and objectives) vary in terms of complexity. Some objectives expect

examples that represent but do not constitute all of Level 1 performance are as follows:

- Recall or recognize a fact, term, concept, trend, generalization, theory, or property.
- Represent in words or diagrams a concept or relationship.
- Provide or recognize or identify a standard representation for simple phenomenon or specific information contained in graphics.
- Perform a routine procedure such as measuring length.

## Level 2. Basic Reasoning, Using Skills and Concepts

Level 2 includes the engagement of some mental processing beyond recalling or reproducing a response. The content knowledge or process involved is **more complex** than in level 1. Items require students to make some decisions as to how to approach the question or problem. In science and mathematics, keywords that generally distinguish a Level 2 item include "classify," "organize," "estimate," "make observations," "collect and display data," and "compare data." These actions imply **more than one step**. For example, to compare data requires first identifying characteristics of the objects or phenomenon and grouping or ordering the objects. Level 2 activities include making observations and collecting data; classifying organizing, and comparing data; and organizing and displaying data in tables, graphs, and charts. In social studies, this level generally requires students to contrast or compare people, places, events and concepts; convert information from one form to another; give an example; classify or sort items into meaningful categories; describe, interpret or explain issues and problems, patterns, reasons, cause and effect, significance or impact, relationships, points of view or processes.

Some action verbs, such as "explain," "describe," or "interpret," could be classified at different DOK levels, depending on the complexity of the action. For example, interpreting information from a simple graph, requiring reading information from the graph, is a Level 2. An item that requires interpretation from a complex graph, such as making decisions regarding features of the graph that need to be considered and how information from the graph can be aggregated, is at Level 3. Some examples that represent, but do not constitute all of Level 2 performance, are as follows:

- Specify and explain the relationship between facts, terms, properties, or variables
- Select a procedure according to specified criteria and perform it
- Formulate a routine problem given data and conditions
- Organize, represent and interpret data
- Identify and summarize the major events in a narrative.
- Predict a logical outcome based on information in a reading selection.

carrying out the multiple steps of an assessment item. However, the extended time period is not a distinguishing factor if the required work is only repetitive and does not require applying significant conceptual understanding and higher-order thinking. For example, if a student has to take the water temperature from a river each day for a month and then construct a graph, this would be classified as a Level 2 activity. However, if the student conducts a river study that requires taking into consideration a number of variables, this would be a Level 4. Some examples that represent but do not constitute all of a Level 4 performance are as follows:

- Based on provided data from a complex experiment that is novel to the student, deduct the fundamental relationship between several controlled variables,
- Conduct an investigation, from specifying a problem to designing and carrying out an experiment, to analyzing its data and forming conclusions,
- Describe and illustrate how common themes are found across texts from different cultures, and
- Analyze and synthesize information from multiple sources.

## THE REVISION PROCESS FOR THE MLAF 2000

The Language Arts Curriculum Revision Team was selected in March 2004. The purpose of the team was to revise the existing language arts framework as a part of the ongoing curriculum review cycle. The team was charged with ensuring the revised framework reflects current scientifically-based reading research, reflects the mandates of the *No Child Left Behind Act*, addresses increased rigor through the use of Norman Webb's Depth of Knowledge model, resembles the other content area frameworks in format, and is user friendly for teachers and administrators. The team met regularly from the spring of 2004 through the summer of 2005. Professional analysis of the competencies and objectives was conducted by Norman Webb and John Fortier. Revisions were made based upon the comments of this group. Additional help for the creation of teaching strategies was provided to the Revision Team by the Mississippi Writing Thinking Institute. The Language Arts Curriculum Revision Team extends sincere thanks to this organization for their valuable contributions to this document.

In revising the *2006 Mississippi Language Arts Framework-Revised*, the teacher committees worked to accomplish two major goals. First, the framework was revised to ensure close alignment between competencies, objectives, and assessment items. Secondly, the framework was reorganized to make the document similar in design to other subject area frameworks. In order to accomplish these goals, competencies were condensed and reworded. All revised competencies are assessable as required by USDE Standards and Assessment Guidance, 2004. Benchmarks from the <u>Reading and Writing Instructional Intervention Supplements</u> are now represented as objectives. District personnel accustomed to using benchmarks in preparing for state level

**KINDERGARTEN**
COURSE DESCRIPTION
Grade K; one-year course

# KINDERGARTEN

The term "text," as it is used throughout the Language Arts Framework, is defined as "a segment of spoken or written language available for description or analysis." For the purposes of this document, text may include written materials, teacher read or taped passages, visual images, or film.

While competencies for grades K-3 remain identical, objectives require an extension of knowledge and broader, deeper application of skills. A critical component at each grade level is text complexity. Text complexity is indicated by such elements as sophistication of language, content, and syntax. As students move from kindergarten to grade three, texts should require a greater cognitive involvement by the student in order for the student to appreciate and comprehend the meaning and beauty inherent in language.

In kindergarten, students are presented with a wide, rich variety of texts that are read to, listened to, or viewed by students and then discussed. Although students are expected to engage actively in activities involving text, kindergarten students will participate in language activities as pre-emergent and emergent readers and writers.

Priority objectives are underlined for grades K - 3.

## Competencies and Objectives

1. **The student will use word recognition and vocabulary (word meaning) skills to communicate.**

    a. *The student will apply knowledge of concepts about print.* **(DOK 1)**

        1) Demonstrate an understanding of correct book orientation by holding the book correctly and indicating where to begin reading (e.g., front to back, top to bottom, left to right).
        2) Demonstrate that print carries meaning for the reader.
        3) Identify front cover, back cover, and title page of a book.
        4) Point to words in a text when reading aloud, matching spoken words to print.
        5) Track words from left to right and top to bottom on a printed page.
        6) Recognize that sentences in print are made up of separate words.
        7) Distinguish letters from words.
        8) Distinguish between uppercase and lowercase letters.

e. The student will develop and apply knowledge of words and word meanings to communicate. **(DOK 1)**

  1) Name pictures of common objects and concepts.
  2) Use words to describe location, size, color, and shape.
  3) Identify and sort pictures of common words into basic categories (e.g., animals, foods, toys).
  4) Begin to recognize word relationships.

f. The student will name commonly used synonyms and antonyms (e.g., big/huge, tiny/small, hot/cold, happy/sad). **(DOK 1)**

g. The student will use pictures and context to understand the meaning of a word. **(DOK 2)**

h. The student will use reference materials to find, to confirm the meaning of, to pronounce, or to spell unknown words with assistance (e.g., picture dictionary, teacher and/or peer as resource). **(DOK 1)**

2. **The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of length, difficulty, and complexity.**

  a. The student will use text features, parts of a book, text structures, and genres to analyze text. **(DOK 2)**

    1) Text features – titles, illustrations, etc.
    2) Parts of a book – title page, title, author, illustrator, etc.
    3) Text structures – sequential order
    4) Genres – fiction, nonfiction, and poetry (nursery rhymes)

  b. The student will understand and make simple inferences about text. **(DOK 2)**

    1) Answer literal who, what, and where questions.
    2) Identify and discuss main characters, settings, and major events.
    3) Use illustrations to discuss the main idea of a simple story.
    4) Make simple inferences about narrative and/or informational text.

  c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text. **(DOK 2)**

    1) Retell a familiar story with the book as a reference.
    2) Retell a familiar story without the book including a beginning, middle, and end.

    d.  *The student will compose informational text about a familiar topic (e.g., families, animals, etc.).* **(DOK 3)**

        1)  Compose class reports/charts about a familiar topic.
        2)  Functional texts (e.g., labels, notes, etc.)

**4.  The student will apply Standard English to communicate.**

    a.  *The student will use Standard English grammar.* **(DOK 1)**

        1)  Begin to recognize the use of nouns, verbs, and adjectives.
        2)  Begin to recognize the use of articles and conjunctions.

    b.  *The student will use Standard English mechanics.* **(DOK 1)**

        1)  Begin to recognize and use end punctuation (e.g., period, question mark, exclamation mark) in shared writing.
        2)  Begin to recognize and use capital letters (e.g., first word in a sentence, name) in shared writing.
        3)  Begin to use developmentally appropriate spelling.
            &ndash;  Recognize and record some beginning and ending sounds in words.
            &ndash;  Spell first and last name.
            &ndash;  Spell some sight words.
        4)  Develop handwriting skills
            &ndash;  Position paper in order to write in a left to right progression moving from top to bottom on the page
            &ndash;  Trace/draw recognizable shapes.
            &ndash;  Reproduce a visual pattern.
            &ndash;  Trace, copy, and generate letters.
            &ndash;  Write first and last name legibly.

    c.  *The student will begin to use a variety of sentence structures.* **(DOK 1)**

        1)  Speak in complete sentences.
        **2)**  Initiate questions in conversation using age-appropriate words, phrases, and sentences.

**FIRST GRADE**
COURSE DESCRIPTION
Grade 1; one-year course

## FIRST GRADE

<u>Each competency and objective assumes the student has mastered the competencies and objectives in kindergarten. New skills and objectives are bold-faced throughout the K-8 portion of the document; however, teachers should review previously taught skills and objectives with a focus on increasing complexity.</u>

The term "text," as it is used throughout the Language Arts Framework, is defined as "a segment of spoken or written language available for description or analysis." For the purposes of this document, text may include written materials, teacher read or taped passages, visual images, or film.

While competencies for grades K-3 remain identical, objectives require an extension of knowledge and broader, deeper application of skills. A critical component at each grade level is text complexity. Text complexity is indicated by such elements as sophistication of language, content, and syntax. As students move from kindergarten to grade three, texts should require a greater cognitive involvement by the student in order for the student to appreciate and comprehend the meaning and beauty inherent in language.

In first grade, students are presented with a wide, rich variety of texts that are read to, listened to, read by, or viewed by students and then discussed. First grade students are expected to engage actively in language activities involving text as they move from emergent to developing readers and writers.

Priority objectives are underlined for grades K – 3.

## Competencies and Objectives

<u>Each competency and objective assumes the student has mastered the competencies and objectives in kindergarten. New skills and objectives are bold-faced throughout the K-8 portion of the document; however, teachers should review previously taught skills and objectives with a focus on increasing complexity.</u>

1. **The student will use word recognition and vocabulary (word meaning) skills to communicate.**

   a. *The student will apply knowledge of concepts about print.* **(DOK 1)**

*Examples:*
  Vowel digraphs:          /oa/ in road, /ea/ in read
  Diphthongs:              /oi/, /oy/, /ou/, /ow/, /ew/
  R-controlled:            er = /r/ in fern
                           ir = /r/ in bird
                           ur = /r/ in turn

3) Read words derived from common word families (e.g., -it, -at, -ite, -ate)
4) Begin to use common spelling patterns to make new words (e.g., make, take, lake, cake, etc.).
5) **Use inflectional endings (e.g., -s, -es, -ed, or -ing) to produce new words.**
6) **Identify simple compound words (e.g., dog + house = doghouse).**
7) **Identify simple contractions correctly (e.g., can + not = can't, has + not = hasn't, did + not = didn't).**
8) Read 100 to 200 high frequency and/or irregularly spelled words. A first grader should read approximately 40 to 60 words correct per minute by the end of first grade.

d. *The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel consonant +e, consonant plus le) to analyze words.* **(DOK 1)**

e. *The student will* **begin to identify and use** *roots and affixes (e.g., un-, re-, -s, -es, -ed, -ing) to decode and understand words.* **(DOK 2)**

f. *The student will develop and apply knowledge of words and word meanings to communicate.* **(DOK 1)**

   1) Identify and sort pictures and words into basic categories.
   2) **Recognize and explain word relationships within categories of words.**

g. *The student will begin to identify and use synonyms, antonyms, and* **homonyms.** **(DOK 2)**

h. *The student will use context to determine the meanings of* **unfamiliar** *or* **multiple meaning** *words.* **(DOK 2)**

i. *The student will use reference materials to find, to determine the meaning of, to pronounce, or to spell unknown words (e.g., picture dictionary,* **personal dictionary, elementary dictionary,** *teacher and/or peer as a resource).* **(DOK 1)**

3. **The student will express, communicate, or evaluate ideas effectively.**

   a. *The student will use an appropriate composing process (e.g., planning, drafting, revising, editing, publishing/sharing)* **to compose or edit.** *(DOK 3)*

      1) Planning
         • Use graphic organizers to generate and organize ideas.
      2) Drafting
         • Put thoughts on paper using **words and sentences.**
      3) Revising
         • **Revise compositions by clarifying and adding details.**
      4) Editing
         • Edit for capitalization and punctuation.
      5) Publishing/Sharing
         • Share compositions by displaying, retelling, and/or reading ideas.

   b. *The student will compose a description of a person, place, or thing.* *(DOK 3)*

      1) Compose drawings/visual images and orally describe.
      2) Compose oral and written descriptions of a familiar person, place, or thing.

   c. *The student will compose a narrative with a* **beginning, middle, and end.** *(DOK 3)*

      1) **Compose retellings/stories with a beginning, middle, and end.**
      2) Compose drawings/visual images to **tell stories with a beginning, middle, and end.**

   d. *The student will compose a short informational text based on a familiar topic, including but not limited to:* *(DOK 3)*

      1) Reports
      2) **Letters, thank you notes, invitations**
      3) Functional texts (e.g. labels, **directions, shopping lists,** etc.)

4. **The student will apply Standard English to communicate.**

   a. *The student will use Standard English grammar.* *(DOK 1)*

      1) Begin to use nouns (e.g., **singular, plural**)
      2) Begin to use verbs
      3) Begin to use articles and coordinating conjunctions
      4) **Begin to use adjectives**

**SECOND GRADE**
COURSE DESCRIPTION
Grade 2; one-year course

## SECOND GRADE

<u>Each competency and objective assumes the student has mastered the competencies and objectives in first grade. New skills and objectives are bold-faced throughout the K-8 portion of the document; however, teachers should review previously taught skills and objectives with a focus on increasing complexity.</u>

The term "text," as it is used throughout the Language Arts Framework, is defined as "a segment of spoken or written language available for description or analysis." For the purposes of this document, text may include written materials, teacher read or taped passages, visual images, or film.

While competencies for grades K-3 remain identical, objectives require an extension of knowledge and broader, deeper application of skills. A critical component at each grade level is text complexity. Text complexity is indicated by such elements as sophistication of language, content, and syntax. As students move from kindergarten to grade three, texts should require a greater cognitive involvement by the student in order for the student to appreciate and comprehend the meaning and beauty inherent in language.

In second grade, students are presented with a wide, rich variety of texts, which are read to, listened to, read by, or viewed by students and then discussed. Second grade students are expected to engage actively in language activities involving text as they continue to grow as developing readers and writers.

Priority objectives are underlined for grades K-3.

## Competencies and Objectives

<u>Each competency and objective assumes the student has mastered the competencies and objectives in first grade. New skills and objectives are bold-faced throughout the K-8 portion of the document; however, teachers should review previously taught skills and objectives with a focus on increasing complexity.</u>

1. **The student will use word recognition and vocabulary (word meaning) skills to communicate.**

   a. *The student will apply knowledge of phonological and phonemic awareness.* **(DOK 2)**

1) Identify and begin to **generate** words into categories.
2) **Determine the relationship between pairs of words (e.g., icicles/ Popsicle's, oven/heater, friend/enemy, gloves/socks, etc.)**

f.  *The student will identify and use synonyms, antonyms, and homonyms.* **(DOK 1)**

g.  *The student will use context to determine the meanings of unfamiliar or multiple meaning words.* **(DOK 2)**

h.  *The student will use reference materials to determine the meaning or pronunciation of unknown words (e.g., personal dictionary, elementary dictionary, **glossary**, teacher, and/or peer as a resource).* **(DOK 1)**

2. **The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.**

a.  *The student will use text features, parts of a book, text structures, and genres to analyze text.* **(DOK 2)**

1) Text features – titles, headings, illustrations, graphs, **captions, charts**, etc.
2) Parts of a book – title page, title, author, illustrator, table of contents, **glossary**, etc.
3) Text structures – sequential order, description, **simple cause and effect**, etc.
4) Genres – Fiction, nonfiction, and poetry

b.  *The student will **analyze** texts in order to identify, understand, infer, or **synthesize** information.* **(DOK 2)**

1) Answer literal and simple inferential who, what, when, where, why, how, and what if questions.
2) Answer literal and simple inferential questions about main characters, settings, and events.
3) **Answer literal and simple inferential questions about characters' actions, motives, traits, and emotions.**
4) **Identify the main idea and some details in narrative text or the topic and some details in informational text.**
5) **Determine simple cause and effect relationships.**
6) **Identify simple fact and opinion.**
7) **Draw conclusions based on information from narrative and/or informational text.**
8) **Identify and discuss the theme of a text.**

1. Reports
2. Letters, thank you notes, invitations
3. Functional texts (e.g., labels, directions, shopping lists)

   e. *The student will generate questions and use one source to locate the answers.* **(DOK 3)**

4. **The student will use Standard English to communicate.**

   a. *The student will use Standard English grammar.* **(DOK 1)**

      1) Nouns (e.g., singular, plural, **common, proper, possessive**)
      2) Verbs, **helping verbs** and **irregular verbs**
      3) **Verb tense (conjugation and purpose for past, present, and future)**
      4) **Subject-verb agreement**
      5) Articles and coordinating conjunctions
      6) Adjectives (e.g., **possessive, comparative, superlative**)
      7) **Prepositions**
      8) Pronouns (e.g., **subject pronouns, singular pronouns, plural pronouns)**
      9) **Adverbs**

   b. *The student will use Standard English mechanics to compose or edit.* **(DOK 1)**

      1) End punctuation (e.g., period, question mark, exclamation mark)
      2) Periods in common abbreviations (e.g., **titles of address**, days of the week, months of the year)
      3) Commas (e.g., dates, **series, addresses, greetings, and closings in a friendly letter**)
      4) **Quotation marks (**e.g., **quotations)**
      5) **Underlining/Italics (**e.g., **titles of books and movies)**
      6) Apostrophes (e.g., contractions, **possessives**)
      7) Colons (e.g., in notation of time)
      8) Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, the pronoun "I", **holidays, titles, initials**)
      9) Spell words commonly found in **second grade** level texts.
      10) Write words and sentences legibly.

   c. *The student will use correct and varied sentence structure.* **(DOK 2)**

      1) Analyze sentences to determine purpose (e.g., declarative/telling, interrogative/question, exclamatory/strong feeling, **imperative/ command or request**).

**THIRD GRADE**
COURSE DESCRIPTION
Grade 3; one-year course

## THIRD GRADE

Each competency and objective assumes the student has mastered the competencies and objectives in second grade. New skills and objectives are bold-faced throughout the K-8 portion of the document; however, teachers should review previously taught skills and objectives with a focus on increasing complexity. The Mississippi Curriculum Test, $2^{nd}$ Edition (MCT2) for third grade is based on the objectives found in the framework. At least fifty percent (50%) of the test items on the MCT2 must match the depth-of-knowledge level assigned to that objective.

The term "text," as it is used throughout the Language Arts Framework, is defined as "a segment of spoken or written language available for description or analysis." For the purposes of this document, text may include written materials, teacher read or taped passages, visual images, or film.

Third graders should read accurately instructional level materials (texts in which no more than approximately 1 in 10 words are difficult for the reader) with an appropriate reading rate. (A third grader should read between 100 and 115 words per minute by the end of third grade.)

While competencies for grades K-3 remain identical, objectives require an extension of knowledge and broader, deeper application of skills. A critical component at each grade level is text complexity. Text complexity is indicated by such elements as sophistication of language, content, and syntax. As students move from kindergarten to grade three, texts should require a greater cognitive involvement by the student in order for the student to appreciate and comprehend the meaning and beauty inherent in language.

In third grade, students are presented with a wide, rich variety of texts that are read to, listened to, read by, or viewed by students and then discussed. Third grade students are expected to engage actively in language activities involving text as they continue to grow as fluent readers and writers.

Priority objectives are underlined for grades K – 3.

## Competencies and Objectives

Each competency and objective assumes the student has mastered the competencies and objectives in second grade. New skills and objectives

c. The student will manipulate and analyze root words and affixes (e.g., un-, re-, mis-, pre-, **dis-, in-, im-, ir-**, -s, - es, -ed,- ing, -y, -ly, -er, -est, −ful, -less, **-able, -ness, -ish**) to **analyze** words. **(DOK 2)**

d. The student will develop and apply knowledge of words and word meanings to communicate. **(DOK 2)**

   1) Generate words into categories.
   2) **Determine relationships among words organized in categories.**

e. The student will identify and use synonyms, antonyms, and homonyms. **(DOK 1)**

f. The student will use context to determine the meanings of unfamiliar or multiple meaning words. **(DOK 2)**

g. The student will use context to determine the simple figurative meanings (e.g., **simile, metaphor, and personification**) of words. **(DOK 2)**

h. The student will use reference materials to determine the meaning or pronunciation of unknown words (e.g., elementary dictionary, glossary, **thesaurus, electronic dictionary,** teacher or peer as a resource). [Note: These reference materials are not available during the administration of state tests.] **(DOK 1)**

2. **The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.**

   a. The student will use text features, parts of a book, text structures, and genres to analyze text. **(DOK 2)**

      1) Text features – titles, headings, captions, illustrations, graphs, charts, **diagrams,** etc.
      2) Parts of a book – title page, table of contents, glossary, **index,** etc.
      3) Text structures – sequential order, description, simple cause and effect, **simple procedure,** etc.
      4) Genres – Fiction, nonfiction, and poetry

   b. The student will analyze texts in order to identify, understand, infer, or synthesize information. **(DOK 3)**

      1) Answer and **generate questions about purposes for reading.**
      2) Answer literal and inferential questions about main characters, setting, plot, and theme.

2) <u>Drafting</u>
- Transfer thoughts from graphic organizers and simple outlines into paragraphs.

3) <u>Revising</u>
- Revise paragraphs for organization, to add details, and to clarify ideas.

4) <u>Editing</u>
- **Edit paragraphs using a general rubric** (e.g., grammar usage, punctuation, and sentence structure).
- Edit for correct capitalization, punctuation, spelling and word usage.

5) <u>Publishing/Sharing</u>
- **Publish writing** formally and informally **using a variety of media.**

b. *The student will compose descriptive text using specific details and* **vivid language.** *(DOK 3)*

c. *The student will compose narrative text with a* **clear** *beginning, middle, and end.* *(DOK 3)*

d. *The student will compose informational text and* **at least three** *supporting details.* *(DOK 3)*
   1. Reports
   2. Letters, thank you notes, invitations
   3. Functional texts (e.g., labels, directions, shopping lists)

e. *The student will compose a simple persuasive text.* *(DOK 3)*

f. *The student will generate questions and use* **multiple** *sources to locate answers.* *(DOK 3)*

4. **The student will use Standard English to communicate.**

   a. *The student will use Standard English grammar to compose or edit.* **(DOK 1)**

      1) Nouns (e.g., singular, plural **[including irregular forms]**, common, proper, possessive)
      2) Verbs, helping verbs and irregular verbs
      3) Verb tense (conjugation and purpose for past, present, and future)
      4) Subject-verb agreement
      5) Articles and coordinating conjunctions
      6) Adjectives (e.g., possessive, comparative, superlative)
      7) Prepositions

**FOURTH GRADE**
COURSE DESCRIPTION
Grade 4; one-year course

## FOURTH GRADE

**Each competency and objective assumes the student has mastered the competencies and objectives in third grade. New skills and objectives are bold-faced throughout the K-8 portion of the document; however, teachers should review previously taught skills and objectives with a focus on increasing complexity.** The Mississippi Curriculum Test, 2$^{nd}$ Edition (MCT2) for fourth grade is based on the objectives found in the framework. At least fifty percent (50%) of the test items on the MCT2 must match the depth-of-knowledge level assigned to that objective.

The term "text," as it is used throughout the Language Arts Framework, is defined as "a segment of spoken or written language available for description or analysis." For the purposes of this document, text may include written materials, teacher read or taped passages, visual images, or film.

Fourth graders should read accurately instructional level materials (texts in which no more than approximately 1 in 10 words are difficult for the reader) with an appropriate reading rate. (A fourth grader should read between 115 and 140 words per minute by the end of fourth grade.)

Reading rates below 150 minutes might include either oral reading or silent reading. Because ordinary speech does not typically exceed 150 words per minute, rates above 150 minutes should be considered silent reading rates.

While competencies for grades 4 - 8 remain identical, objectives require an extension of knowledge and broader, deeper application of skills. A critical component at each grade level is text complexity. Text complexity is indicated by such elements as sophistication of language, content, and syntax. As students move from grade four to grade eight, texts should require a greater cognitive involvement by the student in order for the student to appreciate and comprehend the meaning and beauty inherent in language.

In fourth grade, students are presented with a wide, rich variety of texts that are read to, listened to, read by, or viewed by students and then discussed. Fourth grade students are expected to engage actively in language activities involving text as they continue to grow as fluent readers and writers.

New language added to objectives or numbered items is printed in bold for grades 4 - 8.

a. The student will apply knowledge of text features, parts of a book, text structures, and genres **to understand, interpret,** or analyze text. **(DOK 2)**

    1) Text features - titles, headings, captions, illustrations, graphs, charts, diagrams, **bold-faced print, italics, maps, icons, pull down menus, key word searches,** etc.
    2) Parts of a book - title page, table of contents, glossary, index, **appendix, footnotes,** etc.
    3) Text structures - sequential order, description, simple cause and effect, simple procedure, **compare/contrast,** etc.
    4) Genres – Fiction, nonfiction, and poetry

b. The student will analyze texts in order to identify, understand, infer, or synthesize information. **(DOK 2)**

    1) Identify the stated main idea or supporting details in a paragraph.
    2) **Apply knowledge of transitions or cue words to identify and sequence major events in a narrative.**
    3) Identify stated causes and effect relationships in paragraphs and short passages.
    4) Synthesize information stated in the text with prior knowledge and experience to draw a conclusion.
    5) Predict a **logical** outcome based upon information stated in a paragraph or short passage and confirm or revised based upon subsequent text.

c. The student will recognize or generate a summary or paraphrase of the events or ideas in text, citing text-based evidence. **(DOK 2)**

d. The student will interpret increasingly complex literary text, literary nonfiction, and informational text to compare **and contrast** information, citing text-based evidence. **(DOK 3)**

    1) **Story elements (e.g., setting, characters, character traits, events, resolution, point of view)**
    2) **Literary devices (e.g., imagery, exaggeration, dialogue)**
    3) **Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance)**
    4) **Author's purpose (e.g., inform, entertain, persuade)**

e. The student will identify facts, opinions, or tools of persuasion in text. **(DOK 2)**

    1) Distinguish between fact and opinion.
    2) **Identify tools of persuasion (e.g. name calling, endorsement, repetition, air and rebut the other side's point of view).**

e. *The student will compose simple persuasive text **clearly expressing a main idea with supporting details for a specific purpose and audience.** (DOK 3)*

    1) Letters
    2) Speeches
    3) Advertisements

f. *The student will **compose text based on inquiry and research.** (DOK 3)*

    1) Generate questions.
    2) Locate sources (e.g., books, interviews, Internet) and gather relevant information.
    3) Identify and paraphrase important information from sources.
    4) Present the results.

4. **The student will apply Standard English to communicate.**

a. *The student will apply Standard English grammar **to compose or edit.** (DOK 1)*

    1) Nouns (e.g., singular, plural [including irregular forms], common, proper, singular possessive, plural possessive, **appositives**)
    2) Verbs (e.g., helping verbs, irregular verbs, **linking verbs**)
    3) Verb tense(conjugation and purpose for past, present, future, **present perfect**)
    4) Subject-verb agreement
    5) Articles and coordinating conjunctions
    6) Adjectives (e.g., possessive, comparative, superlative)
    7) Prepositions
    8) Pronouns (e.g., subject pronouns, singular pronouns, plural pronouns, singular possessive pronouns, plural possessive pronouns, **object pronouns, reflexive pronouns, demonstrative pronouns**)
    9) Pronoun-antecedent agreement (number and gender)
    10) Adverbs (avoiding double negatives; **comparative forms**)
    11) Interjections

b. *The student will apply Standard English mechanics **to compose or edit.** (DOK 1)*

    1) End punctuation (e.g., period, question mark, exclamation point)
    2) Periods in common abbreviations (e.g., titles of address, days of the week, months of the year)

## FIFTH GRADE
### COURSE DESCRIPTION
### Grade 5; one-year course

## FIFTH GRADE

**Each competency and objective assumes the student has mastered the competencies and objectives in fourth grade. New skills and objectives are bold-faced throughout the K-8 portion of the document; however, teachers should review previously taught skills and objectives with a focus on increasing complexity.** The Mississippi Curriculum Test, 2$^{nd}$ Edition (MCT2) for fifth grade is based on the objectives found in the framework. At least fifty percent (50%) of the test items on the MCT2 must match the depth-of-knowledge level assigned to that objective.

The term "text," as it is used throughout the Language Arts Framework, is defined as "a segment of spoken or written language available for description or analysis." For the purposes of this document, text may include written materials, teacher read or taped passages, visual images, or film.

Fifth graders should read accurately instructional level materials (texts in which no more than approximately 1 in 10 words are difficult for the reader) with an appropriate reading rate. (A fifth grader should read between 140 and 170 words per minute by the end of fifth grade.)

Reading rates below 150 minutes might include either oral reading or silent reading. Because ordinary speech does not typically exceed 150 words per minute, rates above 150 minutes should be considered silent reading rates.

While competencies for grades 4 - 8 remain identical, objectives require an extension of knowledge and broader, deeper application of skills. A critical component at each grade level is text complexity. Text complexity is indicated by such elements as sophistication of language, content, and syntax. As students move from grade four to grade eight, texts should require a greater cognitive involvement by the student in order for the student to appreciate and comprehend the meaning and beauty inherent in language.

In fifth grade, students are presented with a wide, rich variety of texts that are read to, listened to, read by, or viewed by students and then discussed. Fifth grade students are expected to engage actively in language activities involving text as they continue to grow as fluent readers and writers.

New language added to objectives or numbered items is printed in bold for grades 4 – 8.

2. **The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing of length, difficulty, and complexity.**

   *a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, interpret, or analyze text.* **(DOK 2)**

      1) Text features - titles, headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, headings, **subheadings, numberings,** captions, illustrations, graphs, diagrams, maps, icons, pull down menus, key word searches, etc.

      2) Parts of a book - title page, table of contents, glossary, index, appendix, footnotes, etc.

      3) Text structures - sequential order, description, simple cause and effect, procedure, compare/contrast, **order of importance, problem/solution,** etc.

      4) Genres – Fiction, nonfiction, poetry, **biographies, and autobiographies**

   *b. The student will analyze text to understand, infer, **draw conclusions**, or synthesize information.* **(DOK 2)**

      1) **Identify and infer the main idea or topic in literary text, literary nonfiction, and informational text of increasing length and difficulty, citing text-based evidence.**

      2) Apply knowledge of transitions and cue words to identify and sequence events in narrative text **including text containing flashbacks** and **events not in time order.**

      3) Identify **and infer cause and effect in texts.**

      4) Synthesize information stated in the text with prior knowledge and experience **to draw valid conclusions with supporting evidence including text-based evidence.**

      5) Predict a logical outcome based upon information stated in a text and confirm or revise based upon subsequent text.

   *c. The student will recognize or generate a summary or paraphrase of the events or ideas in **literary text, literary nonfiction, and informational text of increasing length and difficulty**, citing text-based evidence.* **(DOK 2)**

   *d. The student will respond to or interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence.* **(DOK 3)**

      1) Story elements (e.g., setting, characters, character traits, plot, resolution, point of view)

    2) Narrative poems
    3) PowerPoint presentations
    4) **Plays**
    5) **Biographies or autobiographies**
    6) **Video narratives**

d. *The student will compose informational text clearly expressing a main idea with supporting details, including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast;* **order of importance; problem/solution.** *(DOK 3)*

    1) Reports
    2) Letters
    3) Functional texts
    4) Presentations
    5) Poems
    6) **Essays**

e. *The student will compose simple persuasive text clearly expressing a main idea with supporting details for a specific purpose and audience.* *(DOK 3)*

    1) Letters
    2) Speeches
    3) Advertisements

f. *The student will compose text of a* **variety of modes** *based on inquiry and research.* *(DOK 3)*

    1) Generate questions.
    2) Locate sources (e.g., books, interviews, Internet) and gather relevant information.
    3) Identify and paraphrase important information from sources.
    4) Present the results.

4. **The student will apply Standard English to communicate.**

    a. *The student will apply Standard English grammar to compose or edit.* *(DOK 1)*

        1) Nouns (e.g., singular; plural [including irregular forms]; common; proper; singular possessive; plural possessive; appositives; **concrete; abstract; compound [one word: bookcase; two or more words: prime number/Yellowstone National Park/George**

predicates; compound sentences **including those with compound subjects and/or compound predicates**; and complex sentences, including independent and dependent clauses).

2) Compose simple sentences with compound subjects and/or compound predicates; compound sentences **including those with compound subjects and/or compound predicates**; and complex sentences, including independent and dependent clauses.

3) Avoid sentence fragments, run-on sentences, and comma splices.

4) Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), and appositive phrases.

5) Compose sentences containing descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), and appositive phrases.

## SIXTH GRADE
COURSE DESCRIPTION
Grade 6; one-year course

## SIXTH GRADE

<u>Each competency and objective assumes the student has mastered the competencies and objectives in fifth grade. New skills and objectives are bold-faced throughout the K-8 portion of the document; however, teachers should review previously taught skills and objectives with a focus on increasing complexity.</u>  The Mississippi Curriculum Test, $2^{nd}$ Edition (MCT2) for sixth grade is based on the objectives found in the framework.  At least fifty percent (50%) of the test items on the MCT2 must match the depth-of-knowledge level assigned to that objective.

The term "text," as it is used throughout the Language Arts Framework, is defined as "a segment of spoken or written language available for description or analysis." For the purposes of this document, text may include written materials, teacher read or taped passages, visual images, or film.

Sixth graders should read accurately instructional level materials (texts in which no more than approximately 1 in 10 words are difficult for the reader) with an appropriate reading rate.  (A sixth grader should read between 170 and 195 words per minute by the end of sixth grade.)

Reading rates below 150 minutes might include either oral reading or silent reading. Because ordinary speech does not typically exceed 150 words per minute, rates above 150 minutes should be considered silent reading rates.

While competencies for grades 4 - 8 remain identical, objectives require an extension of knowledge and broader, deeper application of skills.  A critical component at each grade level is text complexity. Text complexity is indicated by such elements as sophistication of language, content, and syntax.  As students move from grade four to grade eight, texts should require a greater cognitive involvement by the student in order for the student to appreciate and comprehend the meaning and beauty inherent in language.

In sixth grade, students are presented with a wide, rich variety of texts that are read to, listened to, read by, or viewed by students and then discussed.  Sixth grade students are expected to engage actively in language activities involving text as they continue to grow as fluent readers and writers.

New language added to objectives or numbered items is printed in bold for grades 4 – 8.

g.   The student will **analyze and evaluate vocabulary usage based on appropriateness for context and purpose** (e.g., formal and informal language). **(DOK 3)**

2.  **The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.**

a.   The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, **gain information from**, interpret, **respond to**, or analyze text. **(DOK 2)**

1) Text features - titles, headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, headings, subheadings, numberings, captions, illustrations, graphs, diagrams, maps, icons, pull down menus, key word searches, etc.
2) Parts of a book - title page, table of contents, glossary, index, appendix, footnotes, etc.
3) Text structures - sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc.
4) Genres – Fiction, nonfiction, poetry, biographies, autobiographies, and **plays**

b.   The student will analyze text to understand, infer, draw conclusions, or synthesize information. **(DOK 2)**

1) Identify and infer the main idea or topic in literary text, literary nonfiction, and informational text of increasing length and difficulty citing text-based evidence.
2) Apply knowledge of transitions and cue words to identify and sequence events in narrative text including text containing flashbacks and events in non-sequential order.
3) **Infer cause and effect based on sequence of events and to predict outcomes.**
4) Synthesize information stated in the text with prior knowledge and experience to draw valid conclusions with supporting evidence including text-based evidence.
5) Predict a logical outcome based upon information stated in a text and confirm or revise based upon subsequent text.

c.   The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in literary text, literary nonfiction, and informational text citing text-based evidence. **(DOK 2)**

b. The student will compose descriptive texts using **sensory** details and vivid language. **(DOK 3)**

c. The student will compose narrative text **utilizing effective organization** and **vivid word choice containing multiple events** with specific details. **(DOK 3)**

   1) Stories or retellings
   2) Narrative poems
   3) PowerPoint presentations
   4) Plays
   5) Biographies and autobiographies
   6) Video narratives

d. The student will compose informational text clearly expressing a main idea with supporting details, including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem/solution. **(DOK 3)**

   1) Reports
   2) Letters
   3) Functional texts
   4) Presentations
   5) Poems
   6) Essays

e. The student will compose persuasive text clearly expressing a main idea with supporting details, **utilizing effective word choice and organization** for a specific purpose and audience. **(DOK 3)**

   1) Letters
   2) Speeches
   3) Advertisement

f. The student will compose text of a variety of modes based on inquiry and research. **(DOK 4)**

   1) Generate questions.
   2) Locate sources (e.g., books, interviews, Internet, reference materials, on-line data bases) and gather relevant information from multiple sources.
   3) Identify and paraphrase important information from sources.
   4) **Compare and contrast important findings and select sources to support central ideas, concepts, and themes.**
   5) Present the results using a **variety of communication techniques**.

7) Underlining/Italics (titles of books, movies, **plays, and television shows**)
8) Colons (e.g., time, before lists introduced by independent clauses, and business letters)
9) Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, holidays, titles, initials, the pronoun "I," first word in greetings and closings of friendly letters, proper adjectives)
10) Spell words commonly found in **sixth grade** level text.
11) Produce legible text.

c. *The student will apply knowledge of sentence structure in composing or editing to achieve a purpose.* **(DOK 2)**

1) Analyze the structure of sentences (e.g., simple sentences including those with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; and complex sentences, including independent and dependent clauses).
2) Compose simple sentences with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; and complex sentences, including independent and dependent clauses.
3) Avoid sentence fragments, run-on sentences, and comma splices.
4) Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), appositive phrases, **adjective clauses, and adverb clauses**
5) Compose sentences using descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), appositive phrases, **adjective clauses, and adverb clauses.**

**SEVENTH GRADE**
COURSE DESCRIPTION
Grade 7; one-year course

## SEVENTH GRADE

<u>Each competency and objective assumes the student has mastered the</u>
<u>competencies and objectives in sixth grade.  New skills and objectives are</u>
<u>bold-faced throughout the K-8 portion of the document; however, teachers</u>
<u>should review previously taught skills and objectives with a focus on</u>
<u>increasing complexity.</u>   The Mississippi Curriculum Test, 2<sup>nd</sup> Edition
**(MCT2) for seventh grade is based on the objectives found in the**
**framework.  At least fifty percent (50%) of the test items on the MCT2**
**must match the depth-of-knowledge level assigned to that objective.**

The term "text," as it is used throughout the Language Arts Framework, is
defined as "a segment of spoken or written language available for description or
analysis."  For the purposes of this document, text may include written materials,
teacher read or taped passages, visual images, or film.

Seventh graders should read accurately instructional level materials (texts in
which no more than approximately 1 in 10 words are difficult for the reader) with
an appropriate reading rate.  (A seventh grader should read 195 and 235 words
per minute by the end of seventh grade.)

Reading rates below 150 minutes might include either oral reading or silent
reading. Because ordinary speech does not typically exceed 150 words per
minute, rates above 150 minutes should be considered silent reading rates.

While competencies for grades 4 - 8 remain identical, objectives require an
extension of knowledge and broader, deeper application of skills.  A critical
component at each grade level is text complexity. Text complexity is indicated by
such elements as sophistication of language, content, and syntax.  As students
move from grade four to grade eight, texts should require a greater cognitive
involvement by the student in order for the student to appreciate and
comprehend the meaning and beauty inherent in language.

In seventh grade, students are presented with a wide, rich variety of texts which
are read to, listened to, read by, or viewed by students and then discussed.
Seventh grade students are expected to engage actively in language activities
involving text as they continue to grow as fluent readers and writers.

g. The student will analyze and evaluate vocabulary usage based on appropriateness for context and purpose (e.g., formal and informal language). **(DOK 3)**

2. **The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.**

   a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, interpret, respond to, or analyze text. **(DOK 2)**

      1) Text features - titles, headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, headings, subheadings, numberings, maps, icons, pull down menus, captions, illustrations, graphs, diagrams, key word searches, etc.
      2) Parts of a book - title page, table of contents, glossary, index, appendix, footnotes, etc.
      3) Text structures - sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc.
      4) Genres – Fiction, nonfiction, poetry, biographies, autobiographies, and plays

   b. The student will analyze text to infer, **justify**, draw conclusions, synthesize, or **evaluate** information. **(DOK 3)**

      1) Infer the **implied** main idea **from one or more related texts.**
      2) **Justify inferences about main idea by providing supporting details.**
      3) **Evaluate author's use of sequence for its effect on the text.**
      4) Infer how the sequence of events may have contributed to cause and effect relationships in a text.
      5) Apply knowledge of cause and effect relationships to infer logical causes and/or effects.
      6) Synthesize information stated **in one or more texts** with prior knowledge and experience to draw valid conclusions with supporting evidence including text based-evidence.
      7) Predict a logical outcome based upon information stated in a text and confirm or revise based upon subsequent text.

   c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in literary text, literary nonfiction, and informational text citing text-based evidence. **(DOK 2)**

- Share writing with others formally and informally using a variety of media.

b. *The student will **incorporate descriptive details into texts including but not limited to narrative, expository, or persuasive text.** (DOK 3)*

c. *The student will compose narrative text utilizing effective organization, **transitions**, vivid word choices, and **specific supporting details**, and containing multiple events.* **(DOK 3)**

      1) Stories or retellings
      2) Narrative poems
      3) PowerPoint presentations
      4) Plays
      5) Biographies and autobiographies
      6) Video narratives

d. *The student will compose informational text **utilizing topic sentences, effective organization, transitions, vivid word choices, and specific supporting details**, including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem and solution.* **(DOK 3)**

      1) Reports
      2) Letters (friendly and **business**)
      3) Functional texts
      4) Presentations
      5) Poems
      6) Essays

e. *The student will compose persuasive text with a clear problem and solution, utilizing effective organization, **transitions, vivid word choices**, and **specific supporting details.** (DOK 3)*

      1) Letters
      2) Speeches
      3) Advertisements

f. *The student will compose texts of a variety of modes based on inquiry and research.* **(DOK 4)**

      1) Generate questions.
      2) Locate sources (e.g., books, interviews, Internet, reference materials, on-line data bases) and gather relevant information from multiple sources.
      **3) Take notes on important information from sources.**

3) Commas (e.g., dates; series; addresses; greetings and closings of letters; quotations; introductory prepositional phrases; appositives; interrupters **including parenthetical expressions**; nonessential appositive phrases; introductory clauses; and nonessential clauses)
4) Apostrophes (possessives; contractions)
5) Semicolons (compound sentences; **with conjunctive adverbs**)
6) Quotation marks (e.g., quotations, titles of poems, titles of songs, titles of short stories, titles of chapters, titles of magazine articles)
7) Underlining/Italics (titles of books, movies, plays, and television shows)
8) Colons (e.g., time, before lists introduced by independent clauses, **business letters**)
9) Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, holidays, titles, initials, the pronoun "I," first word in salutations and closings of friendly letters and **business letters**, proper adjectives)
10) Spell words commonly found in **seventh grade** level text
11) Produce legible text

c. The student will apply knowledge of sentence structure in composing or editing to achieve a purpose.  **(DOK 2)**

1) Analyze the structure of sentences (e.g., simple sentences including those with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; complex sentences, including independent and dependent clauses; and **compound-complex sentences**).
2) Compose simple sentences with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; complex sentences, including independent and dependent clauses; and **compound-complex sentences**.
3) Avoid sentence fragments, run-on sentences, and comma splices.
4) Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), appositive phrases, adjective clauses, adverb clauses and **noun clauses**.
5) Compose sentences using descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), appositive phrases, adjective clauses, adverb clauses, and **noun clauses**.

**EIGHTH GRADE**
COURSE DESCRIPTION
Grade 8; one-year course

## EIGHTH GRADE

**Each competency and objective assumes the student has mastered the competencies and objectives in seventh grade. New skills and objectives are bold-faced throughout the K-8 portion of the document; however, teachers should review previously taught skills and objectives with a focus on increasing complexity.** The Mississippi Curriculum Test, 2$^{nd}$ Edition (MCT2) for eighth grade is based on the objectives found in the framework. At least fifty percent (50%) of the test items on the MCT2 must match the depth-of-knowledge level assigned to that objective.

The term "text," as it is used throughout the Language Arts Framework, is defined as "a segment of spoken or written language available for description or analysis." For the purposes of this document, text may include written materials, teacher read or taped passages, visual images, or film.

Eighth graders should read accurately instructional level materials (texts in which no more than approximately 1 in 10 words are difficult for the reader) with an appropriate reading rate. (An eighth grader should read between 235 and 240 words per minute by the end of eighth grade.)

Reading rates below 150 minutes might include either oral reading or silent reading. Because ordinary speech does not typically exceed 150 words per minute, rates above 150 minutes should be considered silent reading rates.

While competencies for grades 4 - 8 remain identical, objectives require an extension of knowledge and broader, deeper application of skills. A critical component at each grade level is text complexity. Text complexity is indicated by such elements as sophistication of language, content, and syntax. As students move from grade four to grade eight, texts should require a greater cognitive involvement by the student in order for the student to appreciate and comprehend the meaning and beauty inherent in language.

In eighth grade, students are presented with a wide, rich variety of texts that are read to, listened to, read by, or viewed by students and then discussed. Eighth grade students are expected to engage actively in language activities involving text as they continue to grow as fluent readers and writers.

New language added to objectives or numbered items is printed in bold for grades 4 – 8.

g. The student will analyze and evaluate vocabulary usage based on appropriateness for context and purpose (e.g., formal and informal language). *(DOK 3)*

2. **The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.**

   a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, respond to, analyze, **compare, synthesize, or evaluate texts**. *(DOK 2)*

      1) Text features - titles, headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, headings, subheadings, numberings, captions, illustrations, graphs, diagrams, maps, icons, pull down menus, key word searches, etc.
      2) Parts of a book - title page, table of contents, glossary, index, appendix, footnotes, etc.
      3) Text structures - sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc.
      4) Genres – Fiction, nonfiction, poetry, biographies, autobiographies, and plays

   b. The student will infer, justify, evaluate, draw conclusions, **predict outcomes**, synthesize, and evaluate information. *(DOK 3)*

      1) Infer the implied main idea from one or more related texts.
      2) Justify inferences about main idea by providing supporting details.
      3) Evaluate author's use of sequence for its effect on the text.
      4) Infer how the sequence of events may have contributed to cause and effect relationships in a text.
      5) Apply knowledge of cause and effect relationships to infer logical causes and/or effects.
      6) Synthesize information stated in one or more texts with prior knowledge and experience to draw valid conclusions with supporting evidence including text based-evidence.
      7) Predict a logical outcome based upon information stated in a text and confirm or revise based upon subsequent text.

   c. The student will **evaluate or revise a summary or paraphrase** of the events or ideas in one or more literary texts, literary nonfiction and informational texts of increasing length and difficulty citing text-based evidence. *(DOK 3)*

4) Editing
  - Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure.

5) Publishing/Sharing
  - Share writing with others formally and informally using a variety of media.

b. *The student will incorporate descriptive details into texts including, but not limited to, narrative, expository, or persuasive.* **(DOK 3)**

c. *The student will compose narrative text utilizing effective organization, transitions, vivid word choices and specific supporting details, and containing multiple events with a clear problem and solution.* **(DOK 3)**

  1) Stories or retellings
  2) Narrative poems
  3) PowerPoint presentations
  4) Plays
  5) Biographies and autobiographies
  6) Video narratives

d. *The student will compose informational text utilizing topic sentences, effective organization, transitions, vivid word choices, and specific supporting details, including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem and solution.* **(DOK 3)**

  1) Reports
  2) Letters (friendly and business)
  3) Functional texts
  4) Presentations
  5) Poems
  6) Essays

e. *The student will compose persuasive text with a clear problem and solution utilizing effective organization, transitions, vivid word choices, and specific supporting details.* **(DOK 3)**

  1) Letters
  2) Speeches
  3) Advertisements

11) **Identify and use infinitives/infinitive phrases (as nouns, adjectives, and adverbs), gerunds/gerund phrases (as nouns), and participles/participial phrases (as adjectives).**

b.  *The student will apply Standard English mechanics to compose or edit.* **(DOK 1)**

1) End punctuation (e.g., period, question mark, exclamation point)
2) Periods in common abbreviations (e.g., titles of address, days of the week, months of the year)
3) Commas (e.g., dates; series; addresses; greetings and closings of letters; quotations; introductory prepositional phrases; nonessential appositive phrases; interrupters including parenthetical expressions; introductory clauses; nonessential clauses)
4) Apostrophes (possessives; contractions)
5) Semicolons (compound sentences; with conjunctive adverbs)
6) Quotation marks (e.g., quotations, titles of poems, titles of songs, titles of short stories, titles of chapters, titles of magazine articles)
7) Underlining/Italics (titles of books, movies, plays, and television shows)
8) Colons (e.g., time, before lists introduced by independent clauses, business letters)
9) Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, holidays, titles, initials, the pronoun "I," first word in salutations and closings of friendly letters and business letters, proper adjectives)
10) Spell words commonly found in **eighth grade** level text.
11) Produce legible text.

c.  *The student will apply knowledge of sentence structure in composing or editing to achieve a purpose.* **(DOK 2)**

1) Analyze the structure of sentences (e.g., simple sentences including those with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; complex sentences including independent and dependent clauses; and compound-complex sentences).
2) Compose simple sentences including those with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; complex sentences, including independent and dependent clauses; and compound-complex sentences.
3) Avoid sentence fragments, run-on sentences, and comma splices.
4) Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs),

## NINTH GRADE
### COURSE DESCRIPTION
**Grade 9; one-year course**

While competencies for grades 9-12 remain identical, objectives require an extension of knowledge and broader, deeper application of skills. A critical component at each grade level is appropriate text complexity. This complexity is indicated by such elements as sophistication of language, content, and syntax. As students move from grade 9 to grade 12, texts should require a greater cognitive involvement for the student to appreciate and comprehend the literal aspects, along with figurative subtleties and nuances.

The student will read accurately instructional level materials (texts in which no more than approximately 1 in 10 words are difficult to the reader) with an appropriate reading rate. (The high school student should read minimally 250 words per minute).

Reading rates below 150 minutes might include either oral reading or silent reading. Because ordinary speech does not typically exceed 150 words per minute, rates above 150 minutes should be considered silent reading rates.

**Competencies and Objectives**

**Each competency and objective assumes the student has mastered the competencies and objectives in grades K – 8.**

**With a high-stakes graduation exit exam required of grade 10 students, the Mississippi Language Arts high school framework committee purposefully has designed similar objectives in grades 9 and 10.**

**Items on the English II (grade 10) Multiple-choice Subject Area Test will assess student mastery of objectives from both grades 9 and 10.**

1. **The student will develop and apply expansive knowledge of words and word meanings to communicate.**

    a. *The student will analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms) and infer word meanings from these relationships.* **(DOK 2)**

    b. *The student will analyze figurative language (e.g., metaphor, simile, hyperbole, personification, oxymoron, idiom, etc.) in multiple texts to evaluate the effect on setting, tone, theme, and mood.* **(DOK 3)**

    c. *The student will analyze word choice and diction, including formal and informal language, to determine the author's purpose.* **(DOK 3)**

2) Informational Texts
-**Exposition, argumentation** (e.g., language, point of view, structure, irony, symbolism, allusion, figurative language, imagery, language/word choice, etc.)

f. *The student will distinguish fact from opinion in different media.* **(DOK 2)**

1) TV ads
2) Billboards
3) Essays
4) Literary non-fiction
5) TV commentary

g. *The student will apply understanding of electronic text features to gain information or research a topic using electronic libraries (e.g., MAGNOLIA).* **(DOK 2)**

3. **The student will produce, analyze, and evaluate effective communication.**

a. *The student will utilize, analyze, or evaluate the composing process (e.g., planning, drafting, revising, editing, publishing).* **(DOK 3)**

1) Planning:
   - Determine audience
   - Determine purpose
   - Generate ideas
   - Address prompt/topic
   - Organize ideas
   - Compose a clearly stated thesis
2) Drafting:
   - Formulate introduction, body, and conclusion
   - Create paragraphs (minimally five paragraphs)
   - Use various sentence structures
   - Use paraphrasing for reports and documented text
3) Revising:
   - Revise for clarity and coherence [consistent point of view (first person, third person), tone, transition, etc.]
   - Add and delete information and details (for audience, for purpose, for unity, etc.)
   - Use precise language (appropriate vocabulary, concise wording, action verbs, sensory details, colorful modifiers, etc.)
   - Use available resources (reference materials, technology, etc.)
4) Editing:
   - Proofread to correct errors
   - Apply tools to judge quality (rubric, checklist, feedback, etc.)
5) Publishing:
   - Proofread final text

c.  The student will manipulate sentence structure to achieve a purpose such as clarification, definition, or emphasis in composing or editing. **(DOK 2)**

    1)  Parallel structure of sentences

        i)      Using participial and infinitive phrases and adverb and adjective clauses as modifiers; noun clauses as subjects, direct and indirect objects, predicate nominatives, or objects of the preposition;

        ii)     Presenting items in compound subjects and verbs, items in a series, and items juxtaposed for emphasis.

    2)  Avoiding misplaced modifiers to ensure clarity

    3)  Using subordination to express the relationship between two unequal ideas within a single sentence.

## TENTH GRADE
### COURSE DESCRIPTION
### Grade 10; one-year course

While competencies for grades 9-12 remain identical, objectives require an extension of knowledge and broader, deeper application of skills. A critical component at each grade level is appropriate text complexity. This complexity is indicated by such elements as sophistication of language, content, and syntax. As students move from grade 9 to grade 12, texts should require a greater cognitive involvement for the student to appreciate and comprehend the literal aspects, along with figurative subtleties and nuances.

The student will read accurately instructional level materials (texts in which no more than approximately 1 in 10 words are difficult to the reader) with an appropriate reading rate. (The high school student should read minimally 250 words per minute).

Reading rates below 150 minutes might include either oral reading or silent reading. Because ordinary speech does not typically exceed 150 words per minute, rates above 150 minutes should be considered silent reading rates.

### Competencies and Objectives

Each competency and objective assumes the student has mastered the competencies and objectives in grades K – 9.

With a high-stakes graduation exit exam required of grade 10 students, the Mississippi Language Arts high school framework committee purposefully has designed similar objectives in grades 9 and 10.

Items on the English II (grade 10) Multiple-choice Subject Area Test will assess student mastery of objectives from both grades 9 and 10.

1.  **The student will develop and apply expansive knowledge of words and word meanings to communicate.**

    a.  *The student will analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms) and infer word meanings from these relationships.* **(DOK 2)**

    b.  *The student will analyze author's (or authors)' uses of figurative language (e.g., metaphor, simile, hyperbole, personification, oxymoron, idiom, etc.) in multiple texts in the creation of setting, tone, atmosphere, characterization, and mood.* **(DOK 3)**

    c.  *The student will analyze word choice and diction, including formal and informal language, to determine the author's purpose.* **(DOK 3)**

2) Informational Texts
-**Exposition, argumentation** (e.g., language, point of view, structure, irony, symbolism, allusion, figurative language, imagery, language/word choice, etc.)

f. *The student will distinguish fact from opinion in different media.* **(DOK 2)**

1) TV ads
2) Billboards
3) Essays
4) Literary non-fiction
5) TV commentary
6) Editorials
7) Political speeches
8) Letters to the Editor

g. *The student will apply understanding of electronic text features to gain information or research a topic using electronic libraries (e.g., MAGNOLIA) to produce or present a summary of findings from multiple sources.* **(DOK 3)**

3. **The student will produce, analyze, and evaluate effective communication.**

a. *The student will utilize, analyze, or evaluate the composing process (e.g., planning, drafting, revising, editing, publishing).* **(DOK 3)**

1) Planning:
   - Determine audience
   - Determine purpose
   - Generate ideas
   - Address prompt/topic
   - Organize ideas
   - Compose a clearly stated thesis
2) Drafting:
   - Formulate introduction, body, and conclusion
   - Create paragraphs (minimally five paragraphs)
   - Use various sentence structures
   - Use paraphrasing for reports and documented text
3) Revising:
   - Revise for clarity and coherence [consistent point of view (first person, third person), tone, transition, etc.]
   - Add and delete information and details (for audience, for purpose, for unity)
   - Use precise language (appropriate vocabulary, concise wording, action verbs, sensory details, colorful modifiers, etc.)

1) Capitalize regions of countries
2) Semicolons to separate items in a series when items include commas
3) Commas to avoid misreading
4) Coordinate adjectives
5) Single quotation marks to identify quotes-within-quotes

c. The student will manipulate sentence structure to achieve a purpose such as clarification, definition, or emphasis in composing or editing. **(DOK 2)**

1) Parallel structure of sentences
   i.) Using participial and infinitive phrases and adverb and adjective clauses as modifiers; noun clauses as subjects, direct and indirect objects, predicate nominatives, or objects of the preposition;
   ii.) Presenting items in compound subjects and verbs, items in a series, and items juxtaposed for emphasis.
2) Avoiding misplaced modifiers to ensure clarity
3) Using subordination to express the relationship between two unequal ideas within a single sentence.

# ELEVENTH GRADE
## COURSE DESCRIPTION
### Grade 11; one-year course

While competencies for grades 9-12 remain identical, objectives require an extension of knowledge and broader, deeper application of skills. A critical component at each grade level is appropriate text complexity. This complexity is indicated by such elements as sophistication of language, content, and syntax. As students move from grade 9 to grade 12, texts should require a greater cognitive involvement for the student to appreciate and comprehend the literal aspects, along with figurative subtleties and nuances.

The student will read accurately instructional level materials (texts in which no more than approximately 1 in 10 words are difficult to the reader) with an appropriate reading rate. (The high school student should read minimally 250 words per minute).

Reading rates below 150 minutes might include either oral reading or silent reading. Because ordinary speech does not typically exceed 150 words per minute, rates above 150 minutes should be considered silent reading rates.

**Competencies and Objectives**

**Each competency and objective assumes the student has mastered the competencies and objectives in grades K – 10.**

**Although the competencies and objectives for grades 11 and 12 are very similar, subtle differences do exist; therefore, teachers should pay careful attention to the differences between the objectives for the two grades.**

1. **The student will develop and apply expansive knowledge of words and word meanings to communicate.**

    a. *The student will analyze the effect of the relationships between and/or among words to infer the author's purpose.* **(DOK 3)**

    b. *The student will examine the author's (or authors') use (or uses) of figurative language (e.g., metaphor, simile, hyperbole, personification, oxymoron, idiom, etc.) in multiple texts to analyze its effect on theme.* **(DOK 3)**

    c. *The student will analyze author's (or authors') use (or uses) of word choice and diction in multiple texts as stylistic devices and/or the author's (or authors') use (or uses) of formal and informal language in multiple texts to determine author's purpose (or authors' purposes).* **(DOK 3)**

    d. *The student will analyze text to determine how the author's (or authors') use of connotative words reveals and/ or affects the purpose of the text.* **(DOK 3)**

g. *The student will apply understanding of text and electronic text features to assess the validity and to determine the appropriateness of sources (e.g., MAGNOLIA).* **(DOK 3)**

3. **The student will produce, analyze, or evaluate effective communication.**

   a. *The student will utilize, analyze, or evaluate the composing process (e.g., planning, drafting, revising, editing, publishing).* **(DOK 3)**

      1) Planning:
         - Determine audience
         - Determine purpose
         - Generate ideas
         - Address prompt/topic
         - Organize ideas
         - Compose a clearly stated thesis
      2) Drafting:
         - Formulate introduction, body, and conclusion
         - Create paragraphs
         - Use various sentence structures
         - Use paraphrasing for reports and documented papers
      3) Revising:
         - Revise for clarity and coherence [consistent point of view (first person, third person), tone, transition, etc.]
         - Add and delete information and details (for audience, for purpose, for unity)
         - Use precise language (e.g., appropriate vocabulary, concise wording, action verbs, sensory details, colorful modifiers, etc.)
         - Use available resources (reference materials, technology, etc.)
      4) Editing:
         - Proofread to correct errors
         - Apply tools to judge quality (e.g., rubric, checklist, feedback, etc.)
      5) Publishing:
         - Proofread final document
         - Prepare final document (e.g., PowerPoint, paper, poster, display, oral presentation, writing portfolio, personal journal, classroom wall, etc.)

   b. *The student will produce a personal composition in the narrative mode.* **(DOK 3)**

   c. *The student will compose responses to literature in the informative mode clearly expressing a main idea thoroughly developed by relevant supporting details, which are well elaborated and sufficient in number.* **(DOK 3)**

   d. *The student will compose formal persuasive texts, providing evidence as support.* **(DOK 3)**

   e. *The student will compose documented texts (e.g., MLA, APA).* **(DOK 2)**

## TWELFTH GRADE
### COURSE DESCRIPTION
### Grade 12; one-year course

While competencies for grades 9-12 remain identical, objectives require an extension of knowledge and broader, deeper application of skills. A critical component at each grade level is appropriate text complexity. This complexity is indicated by such elements as sophistication of language, content, and syntax. As students move from grade 9 to grade 12, texts should require a greater cognitive involvement for the student to appreciate and comprehend the literal aspects, along with figurative subtleties and nuances.

The student will read accurately instructional level materials (texts in which no more than approximately 1 in 10 words are difficult to the reader) with an appropriate reading rate. (The high school student should read minimally 250 words per minute).

Reading rates below 150 minutes might include either oral reading or silent reading. Because ordinary speech does not typically exceed 150 words per minute, rates above 150 minutes should be considered silent reading rates.

**Competencies and Objectives**

Each competency and objective assumes the student has mastered the competencies and objectives in grades K – 11.

Although the competencies and objectives for grades 11 and 12 are very similar, subtle differences do exist; therefore, teachers should pay careful attention to the differences between the objectives for the two grades.

1. **The student will develop and apply expansive knowledge of words and word meanings to communicate.**

   a. *The student as reader will critique the author's choice and placement of words (diction and style) in an analysis of the reader's response to the text.* **(DOK 3)**

   b. *The student will contrast the author's (or authors') use (or uses) of figurative language (e.g., metaphors, similes, hyperboles, personification, oxymoron, idioms, etc.) in multiple texts to evaluate the author's (or authors') style (or styles).* **(DOK 3)**

   c. *The student will compare and contrast authors' uses of word choice and diction as stylistic devices.* **(DOK 3)**

   d. *The student will analyze text(s) to determine how the author's (or authors') use of connotative words reveals and/or affects the purpose of the text(s) in relation to the historical period that the text(s) addresses.* **(DOK 3)**

g. The student will use electronic text features to gain information or research a topic, integrating multiple sources to synthesize information. **(DOK 4)**

3. **The student will produce, analyze, or evaluate effective communication.**

Objectives:
a. The student will produce, analyze, or evaluate the composing process (e.g., planning, drafting, revising, editing, publishing). **(DOK 3)**

1) Planning:
   - Determine audience
   - Determine purpose
   - Generate ideas
   - Address prompt/topic
   - Organize ideas
   - Compose a clearly stated thesis
2) Drafting:
   - Formulate introduction, body, and conclusion
   - Create paragraphs
   - Use various sentence structures
   - Use paraphrasing for reports and documented papers
3) Revising:
   - Revise for clarity and coherence [consistent point of view (first person, third person), tone, transition, etc.]
   - Add and delete information and details (for audience, for purpose, for unity)
   - Use precise language (e.g., appropriate vocabulary, concise wording, action verbs, sensory details, colorful modifiers, etc.)
   - Use available resources (e.g., reference materials, technology, etc.)
4) Editing:
   - Proofread to correct errors
   - Apply tools to judge quality (e.g., rubric, checklist, feedback, etc.)
5) Publishing:
   - Proofread final document
   - Prepare final document (e.g., PowerPoint, paper, poster, display, oral presentation, writing portfolio, personal journal, classroom wall, etc.)

b. The student will produce a reflective composition in the narrative mode. **(DOK 3)**

c. The student will compose responses to literature in the informative mode clearly expressing a main idea thoroughly developed by relevant supporting details, which are well elaborated and sufficient in number. **(DOK 3)**

d. The student will compose formal persuasive texts, providing evidence as support. **(DOK 3)**

## ACCELERATED ENGLISH
### COURSE DESCRIPTION
### Grades 9-12; One Year Course

Districts wishing to offer Accelerated English in any of the grades 9-12 should follow the curriculum for the grade level as described in this Framework. The main distinguishing feature between, for example, Accelerated Ninth Grade English and Ninth Grade English is that the accelerated course will require much more literature to be read with an emphasis on breadth and depth, and writing to be produced with more complexity and sophistication. Students will be expected to perform at an even more demanding level because of the accelerated nature of the course. Thoughtful discussion and critical analysis should accompany the reading and writing. Students should develop a sharpened sensitivity to vocabulary, syntax, and prose style – all of which complement their knowledge of literature and the power of expression.

and revise their work. This process is the essence of the first-year writing course, and should be emphasized in the AP English Language and Composition course. For example, students can write essays that proceed through several stages or drafts, with revision aided by teacher and peers. Although these extended, revised essays cannot be part of the AP examination, the writing experience may help make students more self-aware and flexible writers and thus may help their performance on the exam itself."

form of a reading journal. Writing to explain a literary work involves analysis and interpretation, and may include writing brief focused analyses on aspects of language and structure. Writing to evaluate a literary work involves making and explaining judgments about its artistry and exploring its underlying social and cultural values through analysis, interpretation, and argument.

Writing should be an integral part of the AP English Literature and Composition course, for the AP Examination is weighted toward student writing about literature. Writing assignments should focus on the critical analysis of literature and should include expository, analytical, and argumentative essays. Although critical analysis should make up the bulk of student writing for the course, well-constructed creative writing assignments may help students see from the inside how literature is written. The goal of both types of writing assignments is to increase students' ability to explain clearly, cogently, even elegantly, what they understand about literary works and why they interpret them as they do.

Writing instruction should include attention to developing and organizing ideas in clear, coherent, and persuasive language; a study of the elements of style; and attention to precision and correctness as necessary. Throughout the course, emphasis should be placed on helping students develop stylistic maturity, which, for AP English, is characterized by the following:

- Wide-ranging vocabulary used with denotative accuracy and connotative resourcefulness
- A variety of sentence structures, including appropriate use of subordinate and coordinate constructions
- A logical organization, enhanced by specific techniques of coherence such as repetition, transitions, and emphasis
- A balance of generalization with specific illustrative detail
- An effective use of rhetoric, including controlling tone, maintaining a consistent voice, and achieving emphasis through parallelism and antithesis

It is important to distinguish among the different kinds of writing produced in an AP English Literature and Composition course. Any college-level course in which serious literature is read and studied should include numerous opportunities for students to write. Some of this writing should be informal and exploratory, allowing students to discover what they think in the process of writing about their reading. Some of the course writing should involve research, perhaps negotiating differing critical perspectives. Much writing should involve extended discourse in which students can develop an argument or present an analysis at length. In addition, some writing assignments should encourage students to write effectively under the time constraints they encounter on essay examinations in college courses in many disciplines, including English.

# THE AMERICAN NOVEL
## COURSE DESCRIPTION
**One Semester Elective**

The American Novel course is an examination of literary works that have contributed significantly to the culture and literary heritage of the United States. In this course, students will read a variety of influential works representing the late 1700's to the present to gain a sense of the evolution and current direction of the American novel. The course allows students to analyze, evaluate, and interpret literature by considering such influences as other literature, economics, politics, and aspects of culture including the arts and entertainment.

The course may be organized thematically or chronologically. Excerpts or entire novels may be read to show the scope and variety of the American novel, but it is recommended that at least three entire novels be read during this course although more are strongly encouraged.

**COMPETENCIES and Suggested Objective:**

1. **The student will student will analyze (e.g. interpret, compare, contrast, evaluate, etc.) literary elements in multiple American novels to include: Romanticism, Transcendentalism, Realism, Naturalism, and Modernism.**

   - Novels - character, setting, plot, conflict, theme, mood, tone, point of view, allusion, figurative language, irony, symbolism, imagery, language/word choice, foreshadowing, flashback, etc.

2. **The student will compose responses to literature, position papers, and expository essays, clearly expressing a main idea thoroughly developed by relevant supporting details, which are well elaborated and sufficient in number.**

2. **Acquire and use broadcast terminology for appropriate situations and purposes.**

   a. Express new concepts and words in verbal and written form in all video/audio production situations.

3. **Demonstrate continuous progress toward recognizing and creating various kinds of camera shots used in video production.**

   a. Create standardized camera shots, such as long shots, medium shots, close-ups, bust shots, and over-the-shoulder shots.
   b. Demonstrate the concepts of headroom, noseroom, and leadroom.

4. **Write quality scripts for a variety of audiences and video/radio production purposes through planning, writing, revising, and editing.**

   a. Use short, simple, conversational narration that employs proper usage of Standard English.
   b. Identify people by title and full name.
   c. Develop a conversational easy-to-understand style.
   d. Demonstrate skills in specialized writing, such as features and hard news stories.
   e. Distinguish between newspaper/magazine writing and broadcast writing (writing to be read vs. writing to be heard).
   f. Develop advanced editing skills.

5. **Speak coherently, verbally as well as non-verbally, in order to express ideas and opinions for a variety of purposes and audiences.**

   a. Use Standard English orally in live and taped presentations of video/audio scripts.
   b. Show increased proficiency in self and peer evaluation of presentation skills such as voice quality, articulation, body language, and stage presence.

6. **Plan and produce a video project which reflects increasing proficiency in storyboarding, shooting video footage, editing video footage, writing a script, and using audio mixer for audio dubbing techniques and graphic design specific to audience and purpose.**

   a. Use planning skills, such as presenting and discussing project information and format, brainstorming, researching, and storyboarding.
   b. Demonstrate continuous progress toward recognizing and creating various kinds of camera shots used in video production.
   c. Select creative shots and interesting sound bites.
   d. Edit raw footage into a meaningful sequence of events that complements the spoken narration.
   e. Use audio insert editing to produce sound tracks for video.
   f. Compose graphics and special effects for video project.
   g. Identify steps in planning a video project.

10. **Understand the role of electronic publishing, Electronic News Gathering (ENG), and other uses of technology in the communications media.**

   a. Develop skills in desktop publishing and other communications technologies, such as video or audio production.

a.  The student will apply knowledge of text features, parts of a book, and text structures to understand, gain information from, respond to, analyze, compare, synthesize, or evaluate texts.

b.  The student will infer, justify, evaluate, draw conclusions, predict outcomes, synthesize, and evaluate information.

- Infer the implied main idea from one or more related texts.
- Justify inferences about main idea by providing supporting details.
- Evaluate author's use of sequence for its effect on the text.
- Infer how the sequence of events may have contributed to cause and effect relationships in a text.
- Apply knowledge of cause and effect relationships to infer logical causes and/or effects.
- Synthesize information stated in one or more texts with prior knowledge and experience to draw valid conclusions with supporting evidence including text based-evidence.
- Predict a logical outcome based upon information stated in a text and confirm or revise based upon subsequent text.

c.  The student will evaluate or revise a summarization or paraphrasing of the events or ideas in one or more literary texts, literary nonfiction and informational texts of increasing length and difficulty citing text-based evidence.

d.  The student will respond to, interpret, compare, critique, or evaluate increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence.

- Story Elements (e.g., setting, characters, character traits, plot, resolution, point of view),
- Text structures (e.g., description, sequential order, procedural, cause/effect, compare/contrast, order of importance),
- Literary devices (e.g., imagery, exaggeration, dialogue, irony, **sarcasm**),
- Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance), and
- Author's purpose (e.g., inform, entertain, persuade).

e.  Evaluate the author's use of facts, opinions, or tools of persuasion to determine author's purpose and consider the effect of persuasive text on the intended audience.

b. *The student will infer, justify, evaluate, draw conclusions, predict outcomes, synthesize, and evaluate information.*

- Infer the implied main idea from one or more related texts.
- Justify inferences about main idea by providing supporting details.
- Evaluate author's use of sequence for its effect on the text.
- Infer how the sequence of events may have contributed to cause and effect relationships in a text.
- Apply knowledge of cause and effect relationships to infer logical causes and/or effects.
- Synthesize information stated in one or more texts with prior knowledge and experience to draw valid conclusions with supporting evidence including text based-evidence.
- Predict a logical outcome based upon information stated in a text and confirm or revise based upon subsequent text.

c. *The student will evaluate or revise a summarization or paraphrasing of the events or ideas in one or more literary texts, literary nonfiction and informational texts of increasing length and difficulty citing text-based evidence.*

d. *The student will respond to, interpret, compare, critique, or evaluate increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence.*

- Story Elements (e.g., setting, characters, character traits, plot, resolution, point of view),
- Text structures (e.g., description, sequential order, procedural, cause/effect, compare/contrast, order of importance),
- Literary devices (e.g., imagery, exaggeration, dialogue, irony, **sarcasm**),
- Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance), and
- Author's purpose (e.g., inform, entertain, persuade).

e. *Evaluate the author's use of facts, opinions, or tools of persuasion to determine author's purpose and consider the effect of persuasive text on the intended audience.*

*Publishing:*
- *Proofread final text*
- *Prepare final text (PowerPoint, paper, poster, display, oral presentation, writing portfolio, personal journal, classroom wall, etc.)*

**2. The student will use Standard English grammar, mechanics, and sentence structure to communicate.**

2. **The student will use Standard English grammar, mechanics, and sentence structure to communicate.**

## DEBATE I
### COURSE DESCRIPTION
### Grades 9-12; One Semester or One Year Elective

The Debate I course, a one-semester course for one-half Carnegie unit credit or a two-semester course for one credit, builds important communication skills that will enhance all aspects of the individual's life. This course provides instruction in how to acquire, analyze, and evaluate information in order to organize effective arguments, and it provides practice in making those arguments. Skill in debate helps the individual to think logically, clearly, and quickly; and it makes a student able to identify flawed reasoning and argue persuasively. It also contributes to the student's understanding of himself and his confidence in his own ability to analyze issues. This oral communication course is designed to help a student see himself as a whole person with a proper understanding of himself as a communicator as both a source and a receiver.

**COMPETENCIES and Suggested Objectives:**

1. **Develop proficient speaking skills.**

    a. Practice both prepared and extemporaneous delivery.
    b. Expand personal vocabulary.

2. **Develop listening skills.**

    a. Identify the main points of an opponent's speech.
    b. Recognize fallacies when used in an opponent's speech.

3. **Gain self-confidence and self-esteem as a result of participating in debate.**

    a. Recognize the contribution that skill in debate provides for the adult world.

4. **Use human-relations skills when communicating with different audiences.**

    a. Identify the components underlying the communication process.
    b. Control and guide the concentration of the audience upon the message produced by the speaker.
    c. Analyze an audience and adapt speaking to the situation.

5. **Understand the role of nonverbal communication.**

    a. Identify nonverbal barriers to communication.
    b. Acquire, interpret, and evaluate nonverbal messages.

6. **Research, analyze, and compile data to prepare and deliver effective speeches.**

    a. Apply effective research skills to find the best available information.
    b. Critically analyze factual material toward resolving conflict.

# DEBATE II
## COURSE DESCRIPTION
### Grades 10-12; One Semester or One Year Elective

Debate II, a one-semester course for one-half Carnegie unit credit or a two-semester course for one credit, builds important communication skills that will enhance all aspects of the individual's life. This course provides instruction in how to acquire, analyze, and evaluate information in order to organize effective arguments, and it provides practice in making those arguments. Skill in debate helps the individual to think logically, clearly, and quickly; and it makes a student able to identify flawed reasoning and argue persuasively. It also contributes to the student's understanding of himself and his confidence in his own ability to analyze issues. This oral communication course is designed to help a student see himself as a whole person with a proper understanding of himself as a communicator as both a source and a receiver.

**COMPETENCIES and Suggested Objectives:**

1. **Develop proficient speaking skills.**

   a. Practice extemporaneous delivery without note cards.
   b. Practice polished, memorized delivery of oratory.
   c. Practice persuasive delivery of both constructive and rebuttal speeches.
   d. Expand personal vocabulary.

2. **Develop listening skills.**

   a. Identify the main points of an opponent's speech.
   b. Recognize fallacies when used in an opponent's speech.
   c. Identify the underlying purpose of a question in cross-examination.

3. **Gain self-confidence by demonstrating a faculty for presenting a sustained, reasoned argument.**

   a. Recognize the contribution that skill in debate provides for the adult world.

4. **Use human relations skills when communicating with different audiences.**

   a. Identify the components underlying the communication process.
   b. Control and guide the concentration of the audience upon the message produced by the speaker.
   c. Analyze an audience and adapt speaking to the situation.

5. **Determine the meaning of nonverbal communication.**

   a. Identify nonverbal barriers to communication.
   b. Acquire, interpret, and evaluate nonverbal messages.

# DEBATE III
## COURSE DESCRIPTION
## One Year Elective

The Debate III course, for one Carnegie unit credit, builds important communication skills that will enhance all aspects of the individual's life. This course provides instruction in how to acquire, analyze, and evaluate information in order to organize effective arguments, and it provides practice in making those arguments. Skill in debate helps the individual to think logically, clearly, and quickly; and it makes a student able to identify flawed reasoning and argue persuasively. It also contributes to the student's understanding of himself and his confidence in his own ability to analyze issues. This oral communication course is designed to help a student see himself as a whole person with a proper understanding of himself as a communicator as both a source and a receiver.

## COMPETENCIES and Suggested Objectives:

1. **Develop proficient speaking skills.**

   a. Polish extemporaneous delivery without note cards.
   b. Practice persuasive delivery of both constructive and rebuttal speeches.
   c. Expand personal vocabulary.

2. **Develop listening skills.**

   a. Identify the main points of an opponent's speech.
   b. Identify the underlying purpose of a question in cross-examination.

3. **Gain self-confidence by demonstrating a facility for presenting a sustained, reasoned argument.**

   a. Recognize the contribution that skill in debate provides for the adult world.

4. **Use human-relations skills when communicating with different audiences.**

   a. Identify the components underlying the communication process.
   b. Control and guide the concentration of the audience upon the message produced by the speaker.
   c. Analyze an audience and adapt speaking to the situation.
   d. Practice working with a partner in formulation and delivery of arguments.

5. **Determine the meaning and use of nonverbal communication.**

   a. Identify nonverbal barriers to communication.
   b. Acquire, interpret, and evaluate nonverbal messages.

# DEVELOPMENTAL READING
## COURSE DESCRIPTION
### Grades K-8; One Semester Elective or One Year Elective

This course provides additional reading instruction, except remedial, for students in K-8 grade levels. The instruction should be all-inclusive, incorporating reading, writing, listening, speaking, and viewing. Diverse plans, media technology, and approaches for the provision of a wide range of individual differences should be considered when planning the course.

This course is to be taken in addition to the required English or language arts course. The Framework curriculum for the appropriate grade level should be used as the basis for this course.

5. **Understand the role of advertising.**

    a. Recognize the role of advertising in the communications media.
    b. Develop techniques in designing advertisements.

6. **Demonstrate knowledge of art, photography, and design for communications media.**

    a. Recognize basic rules of layout and page design, including typography.
    b. Identify uses of photography in publication and develop skills in using photography for publication.

7. **Understand the role of electronic publishing.**

    a. Students will be introduced to electronic publishing and other uses of technology in the communications media.

# MISSISSIPPI WRITERS
## COURSE DESCRIPTION
### One Semester Elective

The Mississippi Writers course focuses on the state's rich literary heritage through the study of poetry, fiction, nonfiction, and drama. The one-semester elective course identifies major sources and themes of twentieth century and contemporary Mississippi writing as it emerges from and contributes to historical, political, and social milieux. The student will recognize the contribution of Mississippi writers to twentieth century American literature and recognize that Mississippi writing is an expression of a particular place that achieves universality. Group discussions, individual presentations, and writing experiences are suggested for this course.

## COMPETENCIES and Suggested Objectives:

1. **The student will analyze (e.g. interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres and media to include: Antebellum Era, Reconstruction Era, the prominent writers (William Faulkner, Eudora Welty, Richard Wright, Margaret Walker Alexander, and Tennessee Williams), Civil Rights Era, and contemporary writers.**

   - Literary Text and Literary Non-fiction
     - Short stories, novels, biographies, autobiographies, narrative essays (e.g., character, setting, plot, conflict, theme, mood, tone, point of view, allusion, figurative language, irony, symbolism, imagery, language/word choice, foreshadowing, flashback, etc.)

   - Poetry (e.g., structure, language, theme, setting, persona, conflict, irony, symbolism, allusion, figurative language, imagery, language/word choice, etc.)

   - Drama (e.g., character, structure, techniques [e.g., soliloquy], mood, tone, conflict, imagery, allusion, figurative language, language/word choice, foreshadowing, etc.)

   - Informational Texts
     - Exposition, argumentation (e.g., language, point of view, structure, irony, symbolism, allusion, figurative language, imagery, language/word choice, etc.)

2. **The student will compose responses to literature, position papers, and expository essays, clearly expressing a main idea thoroughly developed by relevant supporting details, which are well elaborated and sufficient in number.**

    a.  Write letters, journal entries, character sketches, bio-poem, etc., related to myths studied.

    b.  Research cultures related to the myths studied.

7.  **Compose an original myth that authentically represents the current culture or a culture studied, and express it through the arts (drama, illustration, dance, song, etc.).**

4. **Use human-relations skills when communicating with different audiences.**

   a. Recognize the importance of speech communication.
   b. Identify components of the communication process and their complexities by analyzing the barriers to effective communication.
   c. Analyze an audience and adapt speaking to the situation.
   d. Identify the roles people play in different settings.

5. **Determine the meaning and use of nonverbal communication.**

   a. Acquire, interpret, and evaluate nonverbal messages.
   b. Determine proper dress for a speech or job interview.
   c. Demonstrate effective gestures for public speaking.

6. **Research, analyze, and compile data to prepare and deliver effective speeches.**

   a. Recognize barriers that prevent communication and keep channels of communication clear.
   b. Analyze issues by finding, validating, and qualifying the best available data.
   c. Prove a point through effective use of supporting material.
   d. Arrange main and subordinate points in logical, consistent sequence.
   e. Construct effective introductions and conclusions for all types of speeches.
   f. Gain public speaking experience by participating in the delivery of varied types of speeches.

7. **Practice oral communication through a variety of activities.**

   a. Participate in group discussion, developing skills in observation, listening, and critical thinking that will contribute to proficient skills both for times as a group member and as a group leader.
   b. Practice using parliamentary procedure, learning why rules are needed in society, and building effective use of the motions that will allow for effective participation in formal decision-making groups.
   c. Apply the skills in oral communication to the process of job application by practicing effective use of the telephone and good interview skills.
   d. Explore drama through either attending a live performance or watching appropriate videotape of a stage production, then discussing the technical responsibilities of staging the production.

    d.  Identify the roles people play in different settings.

5. **Determine the meaning and use of nonverbal communication. (R, W, S, L, V)**

    a.  Acquire, interpret, and evaluate nonverbal messages.
    b.  Determine proper dress for a speech or job interview.
    c.  Demonstrate effective walk patterns and gestures for public speaking.

6. **Research, analyze, and compile data to prepare and deliver effective speeches.**

    a.  Recognize barriers that prevent communication and keep channels of communication clear.
    b.  Analyze issues by finding, validating, and qualifying the best available data.
    c.  Prove a point through effective use of supporting material.
    d.  Arrange main and subordinate points in logical, consistent sequence.
    e.  Construct effective introductions and conclusions for all types of speeches.
    f.  Gain public speaking experience by participating in the delivery of varied types of speeches.

7. **Practice oral communication through a variety of activities.**

    a.  Participate in group discussion, developing skills in observation, listening, and critical thinking that will contribute to proficient skills both for times as group member and as group leader.
    b.  Practice using parliamentary procedure, learning why rules are needed in society, and building effective use of the motions that will allow for effective participation in formal decision-making groups.
    c.  Apply the skills in oral communication to the process of job application by practicing effective use of the telephone and good interview skills.
    d.  Explore drama through either attending a live performance or watching appropriate videotape of a stage production, then discussing the technical responsibilities of staging the production.
    e.  Explore simplified varsity debate.
    f.  Explore the dynamics of mass communication, including the Internet.

b. Identify ways nonverbal communication contributes to communication breakdown.
c. Demonstrate decoding of nonverbal messages.
d. Use nonverbal signs appropriate for a given situation.

6. **Research, analyze, and compile data to prepare and deliver effective speeches.**

a. Practice impromptu speaking.
b. Practice extemporaneous speaking.
c. Practice analyzing a topic, researching a topic, writing an oratory, memorizing the oratory, and delivering it with style.

7. **Practice oral communication through a variety of activities.**

a. Participate in group discussion, developing skills in observation, listening, and critical thinking that will contribute to proficient skills both as group member and as group leader.
b. Practice using parliamentary procedure, learning why rules are needed in society and building effective use of the motions that will allow for effective participation in formal decision-making groups.
c. Apply the skills in oral communication to the process of job application by practicing effective use of the telephone and good interview skills.

6. **Research, analyze, and compile data to prepare and deliver effective speeches.**

   a. Analyze issues and find, validate, and qualify the best available data.
   b. Prove a point through effective use of supporting materials.
   c. Arrange main and subordinate points in logical, consistent sequence.
   d. Construct effective introductions and conclusions for all types of speeches.
   e. Gain public speaking experience by participating in the delivery of varied types of speeches.

# TECHNICAL AND WORKPLACE WRITING
## COURSE DESCRIPTION
**One Semester Elective**

The Technical and Workplace Writing course focuses on the variety of kinds of written communication currently occurring in a variety of workplaces and careers. In this course, students examine actual examples of written materials produced to communicate within the workplace as well as outside the workplace for the customer and general public. Through reviewing examples and through instruction, students will gain a sense of general principles of communication, learn how audience and purpose shape the form and content of the written piece, and discern how organization, wording, accuracy and specificity of details, typography, visuals, design, grammar, usage, and mechanics contribute to effective communication. Students will apply what they have learned by creating a variety of kinds of written communication. Since conveying information is at the heart of much of workplace and technical writing, students will practice gathering information through research as well as communicate information through various kinds of writing.

The course should be taught so that it offers challenge. Writings should include pieces requiring more sophistication or complexity: delivering or justifying bad news or an unpopular stance, persuading or manipulating the reader's opinions or emotions, and explaining complex processes such as is found in grants, scientific writing, or annual reports. Students will produce individual pieces as well as participate in group review of their writings. Through these experiences of working with others, they will practice the language skills of explaining, persuading, and negotiating, and learn the importance and effect of their words.

## COMPETENCIES and Suggested Objectives:

1. **Determine the kinds and purposes of writing used in different careers and workplaces.**

    a. Research and interview to determine the kinds of writing, the audiences for whom the pieces are written, and the purpose for which the pieces are written.
    b. Collect and read a variety of career and workplace writing samples, such as letters, reports, annual reports, procedures, directions and instructions, summaries, rationales, resumes, recommendations, news releases, descriptions, brochures, fliers, newsletters, etc.
    c. Analyze the purpose and audience of materials collected.

2. **Identify principles of communication, including factors that help or hinder clear communication.**

    a. Understand the elements of communication theory: sender, message, receiver, and message interference.
    b. Identify factors that interfere with clear communication.
    c. Identify factors that facilitate clear communication.

b. Observe and analyze patterns of group interaction.
c. Practice process and task behaviors that promote teamwork and the production of a quality piece of writing.
d. Appreciate and cope with diversity among team members.
e. Apply negotiating skills in working with others.
f. Use written and spoken language effectively when explaining, persuading, and negotiating with others.

- Informational Texts
  - Exposition, argumentation (e.g., language, point of view, structure, irony, symbolism, allusion, figurative language, imagery, language/word choice, etc.)

2. **The student will compose responses to literature, position papers, and expository essays, clearly expressing a main idea thoroughly developed by relevant supporting details, which are well elaborated and sufficient in number.**

- Exposition, argumentation (e.g., language, point of view, structure, irony, symbolism, allusion, figurative language, imagery, language/word choice, etc.)

2. The student will compose responses to literature, position papers, and expository essays, clearly expressing a main idea thoroughly developed by relevant supporting details, which are well elaborated and sufficient in number.

# Dolch Sight Word List

## Pre-Primer List

| | | | | |
|---|---|---|---|---|
| a | and | away | big | blue |
| can | come | down | find | for |
| funny | go | help | here | I |
| In | Is | it | jump | little |
| look | make | me | my | not |
| one | play | red | run | said |
| see | the | three | to | two |
| up | we | where | yellow | you |

## Primer List

| | | | |
|---|---|---|---|
| all | am | are | at |
| ate | be | black | brown |
| but | came | did | do |
| eat | four | get | good |
| have | he | into | like |
| must | new | no | now |
| on | our | out | please |
| pretty | ran | ride | saw |
| say | she | so | soon |
| that | they | there | this |
| too | under | want | was |
| well | went | what | white |
| who | will | with | yes |

## First Grade List

| | | | |
|---|---|---|---|
| after | again | an | any |
| as | ask | by | could |
| every | fly | from | give |
| giving | has | had | her |
| him | his | how | just |
| know | let | live | may |
| of | old | once | open |
| over | put | round | some |
| stop | thank | take | them |
| then | think | walk | were |
| when | | | |

# Fry Instant Word Lists

The Fry's Instant Word List is a list of 1,000 words which students need the most to develop a powerful sight vocabulary. The first 300 words make up 65% of all written material contained in newspaper articles, magazines, textbooks, children's stories, novels, and more.

## First Hundred

| WORDS 1-25 | WORDS 26-50 | WORDS 51-75 | WORDS 75-100 |
|---|---|---|---|
| the | or | will | number |
| of | one | up | no |
| and | had | other | way |
| a | by | about | could |
| to | word | out | people |
| in | but | many | my |
| is | not | then | than |
| you | what | them | first |
| that | all | these | water |
| it | were | so | been |
| he | we | some | call |
| was | when | her | who |
| for | your | would | oil |
| on | can | make | its |
| are | said | like | now |
| as | there | him | find |
| with | use | into | long |
| his | an | time | down |
| they | each | has | day |
| I | which | look | did |
| at | she | two | get |
| be | do | more | come |
| this | how | write | made |
| have | their | go | may |
| from | if | see | part |

Common suffixes: -s, -ing, -ed, -er, -ly, -est

## Third Hundred

| WORDS 201-225 | WORDS 226-250 | WORDS 251-275 | WORDS 276-300 |
|---|---|---|---|
| high | saw | important | miss |
| every | left | until | idea |
| near | don't | children | enough |
| add | few | side | eat |
| food | while | feet | facet |
| between | along | car | watch |
| own | might | mile | far |
| below | close | night | Indian |
| country | something | walk | really |
| plant | seem | white | almost |
| last | next | sea | let |
| school | hard | began | above |
| father | open | grow | girl |
| keep | example | took | sometimes |
| tree | begin | river | mountain |
| never | life | four | cut |
| start | always | carry | young |
| city | those | state | talk |
| earth | both | once | soon |
| eye | paper | book | list |
| light | together | hear | song |
| thought | got | stop | being |
| head | group | without | leave |
| under | often | second | family |
| story | run | later | it's |

Common suffixes: *-s, -ing, -ed, -er, -ly, -est*

## Fifth Hundred

| WORDS 401-425 | WORDS 426-450 | WORDS 451-475 | WORDS 476-500 |
|---|---|---|---|
| done | decided | plane | filled |
| English | contain | system | heat |
| road | course | behind | full |
| halt | surface | ran | hot |
| ten | produce | round | check |
| fly | building | boat | object |
| gave | ocean | game | am |
| box | class | force | rule |
| finally | note | brought | among |
| wait | nothing | understand | noun |
| correct | rest | warm | power |
| oh | carefully | common | cannot |
| quickly | scientists | bring | able |
| person | inside | explain | six |
| became | wheels | dry | size |
| shown | stay | though | dark |
| minutes | green | language | ball |
| strong | known | shape | material |
| verb | island | deep | special |
| stars | week | thousands | heavy |
| front | less | yes | fine |
| feel | machine | clear | pair |
| fact | base | equation | circle |
| inches | ago | yet | include |
| street | stood | government | built |

## Seventh Hundred

| WORDS 601-625 | WORDS 626-650 | WORDS 651-675 | WORDS 676-700 |
|---|---|---|---|
| cross | already | hair | rolled |
| speak | instead | age | bear |
| solve | phrase | amount | wonder |
| appear | soil | scale | smiled |
| metal | bed | pounds | angle |
| son | copy | although | fraction |
| either | free | per | Africa |
| ice | hope | broken | killed |
| sleep | spring | moment | melody |
| village | case | tiny | bottom |
| factors | laughed | possible | trip |
| result | nation | gold | hole |
| jumped | quite | milk | poor |
| snow | type | quiet | let's |
| ride | themselves | natural | fight |
| care | temperature | lot | surprise |
| floor | bright | stone | French |
| hill | lead | act | died |
| pushed | everyone | build | beat |
| baby | method | middle | exactly |
| buy | section | speed | remain |
| century | lake | count | dress |
| outside | consonant | cat | iron |
| everything | within | someone | couldn't |
| tall | dictionary | sail | fingers |

## Ninth Hundred

| WORDS 801-825 | WORDS 826-850 | WORDS 851-875 | WORDS 876-900 |
|---|---|---|---|
| supply | guess | thick | major |
| corner | silent | blood | observe |
| electric | trade | lie | tube |
| insects | rather | spot | necessary |
| crops | compare | bell | weight |
| tone | crowd | fun | meat |
| hit | poem | loud | lifted |
| sand | enjoy | consider | process |
| doctor | elements | suggested | army |
| provide | indicate | thin | hat |
| thus | except | position | property |
| won't | expect | entered | particular |
| cook | flat | fruit | swim |
| bones | seven | tied | terms |
| tail | interesting | rich | current |
| board | sense | dollars | park |
| modern | string | send | sell |
| compound | blow | sight | shoulder |
| mine | famous | chief | industry |
| wasn't | value | Japanese | wash |
| fit | wings | stream | block |
| addition | movement | planets | spread |
| belong | pole | rhythm | cattle |
| safe | exciting | eight | wife |
| soldiers | branches | science | sharp |

# LISTING OF WORDS CONTAINING COMMON RIMES

| | | | | | | |
|---|---|---|---|---|---|---|
| **-ab** | clack | wade | flag | snail | **-aise** | sale |
| /a/ | crack | blade | shag | trail | /ā/ | tale |
| cab | knack | glade | slag | | raise | scale |
| dab | shack | grade | snag | **-ain** | braise | shale |
| gab | slack | shade | stag | /ā/ | chaise | stale |
| jab | smack | spade | swag | lain | praise | whale |
| lab | snack | trade | | main | | |
| nab | stack | | **-age** | pain | **-ait** | **-ale** |
| tab | track | **-aff** | /ā/ | rain | /ā/ | /aw/ |
| blab | whack | /a/ | cage | vain | bait | balk |
| crab | | gaff | gage | wain | gait | calk |
| flab | **-act** | chaff | page | brain | wait | talk |
| grab | /a/ | quaff | rage | chain | strait | walk |
| scab | fact | staff | sage | drain | trait | chalk |
| slab | pact | | wage | grain | | stalk |
| stab | tact | **-aft** | stage | plain | **-ake** | |
| | tract | /a/ | | slain | /ā/ | **-all** |
| **-ace** | | daft | **-aid** | Spain | bake | /ô/ |
| /ā/ | **-ad** | raft | /ā/ | sprain | cake | ball |
| face | /a/ | waft | laid | stain | face | call |
| lace | bad | craft | maid | strain | jace | fall |
| mace | cad | draft | paid | train | lake | gall |
| pace | dad | graft | raid | | make | hall |
| race | fad | shaft | braid | **-aint** | quake | mall |
| brace | gad | | staid | /ā/ | rake | pall |
| grace | had | **-ag** | | faint | take | tall |
| place | lad | /a/ | **-ail** | paint | wake | wall |
| space | mad | bag | /ā/ | saint | brake | small |
| trace | pad | gag | bail | taing | drake | squall |
| | sad | hag | fail | quaint | flake | stall |
| **-ack** | tad | jag | gail | | shake | |
| /a/ | brad | lag | hail | **-air** | snake | **-alt** |
| back | Chad | nag | jail | /air/ | stake | /aw/ |
| hack | clad | rag | mail | fair | | halt |
| Jack | glad | sag | nail | hair | **-ale** | malt |
| lack | shad | tag | pail | lair | /ā/ | salt |
| Mack | | wag | quail | pair | bale | |
| pack | **-ade** | brag | rail | chair | dale | **-am** |
| quack | /ā/ | crag | sail | flair | gale | /a/ |
| rack | bade | drag | tail | stair | hale | cam |
| sack | fade | flag | wail | | male | dam |
| tack | jade | shag | flail | | pale | ham |

| **-aks** | lass | hate | Dave | yawn | **-aze** | **-ead** |
|---|---|---|---|---|---|---|
| **/a/** | mass | Kate | gave | brawn | **/ā/** | **/ĕ/** |
| ask | pass | late | pave | drawn | daze | bead |
| cask | brass | mate | rave | prawn | faze | lead |
| mask | class | rate | save | spawn | gaze | read |
| task | glass | crate | wave | | haze | knead |
| flask | grass | grate | brave | **-ax** | maze | plead |
| | | plate | crave | **/a/** | raze | |
| **-asm** | **-at** | skate | grave | lax | blaze | **-eak** |
| **/a/** | **/a/** | state | shave | max | craze | **/ē/** |
| chasm | bat | | slave | tax | glaze | beak |
| plasm | cat | **-ath** | stave | wax | graze | leak |
| spasm | fat | **/ā/** | | flax | | peak |
| | gnat | bath | **-aw** | | **-ea** | teak |
| **-asp** | hat | lath | **/aw/** | **-ay** | **/ē/** | weak |
| **/a/** | mat | math | caw | **/ā/** | pea | bleak |
| gasp | pat | path | gnaw | bay | sea | creak |
| hasp | rat | wrath | jaw | day | tea | freak |
| rasp | sat | | law | gay | flea | sneak |
| clasp | tat | **-aught** | paw | hay | plea | speak |
| grasp | vat | **/aw/** | raw | jay | | squeak |
| | brat | caught | saw | lay | **-each** | streak |
| **-ast** | chat | naught | claw | may | **/ē/** | tweak |
| **/a/** | drat | taught | draw | nay | beach | |
| cast | flat | fraught | flaw | pay | leach | **-eal** |
| fast | scat | | slaw | quay | peach | **/ē/** |
| last | that | **-aunch** | squaw | ray | reach | deal |
| mast | | **/aw/** | straw | say | teach | heal |
| past | **-atch** | haunch | | way | bleach | meal |
| vast | **/a/** | launch | **-awl** | bray | breach | peal |
| blast | batch | paunch | **/aw/** | clay | preach | real |
| | catch | | bawl | cray | screech | seal |
| **-aste** | hatch | **-aunt** | brawl | fray | | teal |
| **/ā/** | latch | **/aw/** | crawl | gray | **-ead** | veal |
| baste | match | daunt | drawl | play | **/ĕ/** | zeal |
| haste | patch | gaunt | scrawl | pray | dead | squeal |
| paste | scratch | haunt | trawl | slay | head | steal |
| taste | thatch | jaunt | | spray | lead | |
| waste | | taunt | **-awn** | stay | read | **-ealth** |
| chaste | **-ate** | flaunt | **/aw/** | stray | bread | **/e/** |
| | **/ā/** | | dawn | sway | dread | health |
| **-ass** | date | **-ave** | fawn | tray | spread | wealth |
| **/a/** | fate | **/ā/** | lawn | | thread | stealth |
| bass | gate | cave | pawn | | tread | |

| **-em** /e/ | lend | slept | mess | **-etch** /e/ | **-ibe** /ī/ | **-id** /i/ |
|---|---|---|---|---|---|---|
| gem | mend | swept | bless | fetch | jibe | bid |
| hem | rend | | chess | retch | brib | did |
| stem | send | **-erge** /er/ | dress | sketch | scrib | hid |
| them | tend | merge | press | wretch | tribe | kid |
| | vend | serge | stress | | | lid |
| **-en** /e/ | wend | verge | tress | **-ew** /ōō/ | **-ice** /ī/ | mid |
| Ben | blend | | **-est** /e/ | dew | dice | quid |
| den | spend | **-erk** /er/ | best | few | lice | rid |
| hen | trend | jerk | guest | hew | mice | grid |
| Ken | | clerk | jest | Jew | nice | skid |
| men | **-ense** /e/ | | lest | knew | rice | slid |
| pen | dense | **-erm** /er/ | nest | new | vice | |
| ten | sense | berm | pest | pew | price | **-ide** /ī/ |
| yen | tense | germ | rest | blew | slice | bide |
| Glen | | term | test | brew | splice | hide |
| then | **-ent** /e/ | sperm | vest | chew | thrice | ride |
| when | bent | | west | | twice | side |
| wren | cent | **-ern** /er/ | zest | **-ex** /e/ | | tide |
| | dent | fern | blest | hex | **-ick** /i/ | wide |
| **-ence** /e/ | gent | fern | chest | sex | dick | bride |
| fence | Kent | tern | crest | vex | hick | chide |
| hence | lent | stern | quest | flex | kick | glide |
| whence | rent | | wrest | | lick | pride |
| | sent | **-erve** /er/ | **-et** /e/ | **-ey** /ā/ | nick | slide |
| **-ench** /e/ | tent | nerve | bet | hey | pick | snide |
| bench | vent | serve | get | gray | quick | stride |
| wench | went | verve | jet | prey | Rick | |
| clench | scent | swerve | let | they | sick | **-ie** /ī/ |
| drench | spent | | met | whey | tick | die |
| French | **-ep** /e/ | **-esh** /e/ | net | | wich | fie |
| quench | pep | mesh | pet | **-ib** /i/ | brick | lie |
| stench | rep | flesh | set | bib | chick | pie |
| trench | prep | fresh | wet | fib | click | tie |
| wrench | strep | | yet | jib | flick | vie |
| | | **-ess** /e/ | Chet | rib | slick | |
| **-end** /e/ | **-ept** /e/ | Bess | fret | crib | stick | **-ied** /ī/ |
| bend | kept | guess | whet | glib | thick | died |
| end | wept | less | | | trick | lied |
| fend | crept | | | | | dried |
| | | | | | | fried |

| | | | | | | |
|---|---|---|---|---|---|---|
| link | grip | smirk | **-ist** | white | load | throat |
| mink | ship | | /i/ | write | road | |
| pink | skip | **-irt** | fist | sprite | toad | **-ob** |
| rink | slip | /er/ | list | | | /o/ |
| sink | snip | dirt | mist | **-ive** | **-oak** | bob |
| wink | strip | flirt | wrist | /ī/ | /ō/ | cob |
| blink | trip | shirt | grist | dive | soak | fob |
| brink | whip | skirt | twist | five | cloak | gob |
| chink | | squirt | | hive | croak | job |
| clink | **-ipe** | | **-it** | jive | | knob |
| drink | /ī/ | **-irth** | /i/ | live | **-oal** | lob |
| shrink | pipe | /er/ | bit | chive | /ō/ | mob |
| slink | ripe | birth | fit | drive | coal | rob |
| stink | wipe | firth | hit | strive | foal | sob |
| think | gripe | girth | kit | thrive | goal | blob |
| | snipe | mirth | knit | | shoal | glob |
| **-int** | stripe | | lit | **-ix** | | slob |
| /i/ | swipe | **-ise** | pit | /i/ | **-oam** | snob |
| hint | tripe | /ī/ | quit | fix | /ō/ | |
| lint | | guise | sit | mix | Joan | **-obe** |
| mint | **-ir** | rise | wit | six | loan | /ō/ |
| tint | /er/ | wise | flit | | moan | lobe |
| glint | fir | | grit | **-o** | groan | robe |
| print | sir | **-ish** | skit | /ōō/ | | globe |
| splint | stir | /i/ | slit | do | **-oar** | probe |
| sprint | whir | dish | spit | to | /or/ | |
| squint | | fish | split | who | boar | **-ock** |
| stint | **-ird** | wish | twit | | roar | /o/ |
| | /er/ | swish | | **-o** | soar | dock |
| **-ip** | bird | | **-itch** | /ō/ | | hock |
| /i/ | gird | **-isk** | /i/ | go | **-oast** | knock |
| dip | third | /i/ | ditch | no | /ō/ | lock |
| hip | | lisp | hitch | so | boast | mock |
| lip | **-ire** | wisp | pitch | pro | coast | rock |
| nip | /ī/ | crisp | witch | | roast | sock |
| quip | fire | | switch | **-oach** | toast | tock |
| rip | hire | **-iss** | | /ō/ | | block |
| sip | tire | /i/ | **-ite** | coach | **-oat** | clock |
| tip | wire | hiss | /ī/ | poach | /ō/ | crock |
| zip | spire | kiss | bite | roach | boat | flock |
| blip | | miss | kite | broach | coat | frock |
| chip | **-irk** | bliss | mite | | goat | shock |
| clip | /er/ | Swiss | quite | **-oad** | moat | smock |
| drip | quirk | | rite | /ō/ | gloat | stock |
| flip | shirk | | site | goad | float | |

| -oose /ōō/ | pope | stork | -oss /aw/ | -otch /o/ | -ought /aw/ | flour |
|---|---|---|---|---|---|---|
| goose | rope | -orm /or/ | boss | botch | bought | scour |
| loose | grope | dorm | loss | notch | fought | -ouse /ow/ |
| moose | scope | form | moss | blotch | ought | douse |
| noose | slope | -orch /or/ | toss | crotch | sought | house |
| -oot /ōō/ | porch | norm | cross | scotch | brought | louse |
| boot | torch | storm | floss | -ote /ō/ | thought | mouse |
| hoot | scorch | -orn /or/ | gloss | note | -ould /oo/ | rouse |
| loot | | born | -ost /ō/ | quote | could | souse |
| moot | -ord /or/ | corn | cost | rote | would | blouse |
| root | cord | horn | lost | vote | should | grouse |
| toot | ford | morn | frost | wrote | | spouse |
| scoot | lord | torn | | | -ounce /ow/ | -out /ow/ |
| shoot | chord | worn | -ost /ō/ | -oth /aw/ | bounce | bout |
| -op /o/ | sword | scorn | host | moth | pounce | gout |
| bop | -ore /or/ | shorn | most | broth | flounce | lout |
| cop | bore | sworn | post | cloth | trounce | pout |
| hop | core | thorn | ghost | froth | -ound /ow/ | rout |
| mop | fore | -ort /or/ | -ot /o/ | sloth | bound | tout |
| pop | gore | fort | cot | -ouch /ow/ | found | clout |
| sop | more | mort | dot | couch | hound | flout |
| top | pore | port | got | pouch | mound | grout |
| chop | sore | sort | hot | vouch | pound | scout |
| crop | tore | short | jot | crouch | round | shout |
| drop | wore | snort | knot | grouch | sound | snout |
| flop | chore | sport | lot | slouch | wound | spout |
| plop | score | -ose /ō/ | not | -oud /ow/ | ground | sprout |
| prop | shore | hose | pot | loud | -oup /ōō/ | stout |
| shop | snore | nose | rot | cloud | soup | trout |
| slop | spore | pose | tot | proud | croup | -outh /ow/ |
| stop | store | rose | blot | -ough /u/ | group | mouth |
| -ope /ō/ | swore | chose | clot | rough | stoup | south |
| cope | -ork /or/ | close | plot | slough | -our /ow/ | -ove /ō/ |
| dope | cork | prose | shot | | hour | cove |
| hope | fork | those | slot | | sour | wove |
| lope | pork | | spot | | | clove |
| mope | York | | trot | | | drove |
| nope | | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| shun | junk | **-url** | **-ush** | tut | why |
| spun | punk | **/er/** | **/u/** | glut | |
| stun | sunk | burl | gush | shut | **-ye** |
| | chunk | curl | hush | smut | **/i/** |
| **-unch** | drunk | furl | lush | strut | aye |
| **/u/** | flunk | hurl | mush | | dye |
| bunch | plunk | purl | rush | **-utch** | eye |
| hunch | shrunk | churl | blush | **/u/** | lye |
| lunch | skunk | knurl | brush | Dutch | rye |
| munch | slunk | | crush | hutch | |
| punch | spunk | **-urn** | flush | clutch | |
| brunch | stunk | **/er/** | plush | crutch | |
| crunch | trunk | burn | slush | | |
| | | turn | thrush | **-ute** | |
| **-une** | **-unt** | churn | | **/u/** | |
| **/ū/** | **/u/** | spurn | **-uss** | cute | |
| June | bunt | | **/u/** | jute | |
| tune | hunt | **-urse** | buss | lute | |
| prune | punt | **/er/** | cuss | mute | |
| | runt | curse | fuss | brute | |
| **-ung** | blunt | nurse | muss | chute | |
| **/u/** | grunt | purse | truss | flute | |
| dung | shunt | | | | |
| hung | stunt | **-urt** | **-ust** | **-utt** | |
| lung | | **/er/** | **/u/** | **/u/** | |
| rung | **-up** | curt | bust | butt | |
| sung | **/u/** | hurt | dust | mutt | |
| clung | cup | blurt | gust | putt | |
| flung | pup | spurt | just | | |
| rung | sup | | lust | **-y** | |
| sung | | **-us** | must | **/i/** | |
| clung | **-ur** | **/u/** | rust | by | |
| flung | **/er/** | bus | crust | my | |
| sprung | cur | pus | thrust | cry | |
| stung | fur | plus | trust | dry | |
| strung | blur | thus | | fly | |
| swung | slur | | **-ut** | fry | |
| wrung | spur | **-use** | **/u/** | ply | |
| | | **/u/** | but | pry | |
| **-unk** | **-ure** | fuse | cut | shy | |
| **/u/** | **/ū/** | muse | gut | sky | |
| bunk | cure | ruse | hut | sly | |
| dunk | lure | | jut | spy | |
| funk | pure | | nut | spry | |
| hunk | sure | | rut | try | |

## Six Types of Syllables

Many reading programs recognize six common types of syllables; as always, there are exceptions. Reading programs refer to these syllable types by slightly different names, and some describe additional, less common, syllable types. Recognizing the six common types of syllables will help readers to decode words and know where to divide words for reading and spelling.

| Syllable Type | Definition |
|---|---|
| Open | Has one vowel at the end of the syllable. Usually has a long vowel sound. |
| Closed | Has one vowel at the beginning or in the middle of the syllable. Ends in a consonant. Usually has a short vowel sound |
| R-Controlled | Vowel followed by the letter "r." The "r" controls the sound of the vowel. |
| Vowel Team | Has two vowels (or a vowel consonant in the case of aw, ew, ow). Usually produces a single vowel sound. |
| Vowel – Consonant + e | Found only at the end of a word. The final "e" is silent and the vowel before it is long. |
| Consonant + le | Usually the final syllable in a word. This is the only syllable type where the vowel does not have a sound. |

## Syllabication Rules

- When two consonants come between two vowels, divide syllables between the consonants. (cof-fee, lum-ber)
- When there are more than two consonants together in a word, divide syllables keeping the blends together. (em-ploy)
- When there is one consonant between two vowels in a word, divide syllables after the first vowel. (bo-nus)
- If following the third rule does not make a recognizable word, divide syllables after the consonant that comes between the vowels (doz-en)
- When there are two vowels together that do not represent a long vowel sound or a dipthong, divide syllables between the vowels. (po-em, tru-ant)
- Prefixes always form separate syllables and suffixes sometimes do (e.g., up-stairs, in-side)
- Always divide compound words (base-ball, bus-boy)

# Web Sites for Writers And Word Lovers

| | |
|---|---|
| English Homophone Dictionary | www.earlham.edu/~peters/writing/homophone.htm |
| English Teacher | www.theenglishteacher.org |
| The Etymology of First Names | www.engr.uric.ca/~mcampbel/etym.html |
| Fun With Etymology | www.compastnet.com/mrex/etymol.htm |
| Funbrain.com | www.funbrain.com/vocab/index.html |
| The Grammar Lady | www.grammarlady.com/ |
| Intercultural E-Mail Classroom Connections | www.stolaf.edu/network/iecc |
| People's Names and What They Mean | www.zelo.com/firstnames |
| Puzzlemaker | www.puzzlemaker.com |
| Rhyming Dictionary | www.cs.cmu.edu/~doughb/rhyme.html |
| Syndicate | http://syndicate.com |
| A Word a Day | www.wordsmith.org/awad/index.html |
| Word Central | www.wordcentral.com/dailybuzzword.html |
| Wordplay | http://homepage.interaccess./~wolinsky/word.htm |
| Wow Word of the Week | www.wowwords.com/ |

# TEXT STRUCTURES

| Organizational Structure | Description | Signal Words | Graphic Organizers |
|---|---|---|---|
| Cause/Effect | The writer analyzes then explains the causal relationship between things. The reader is told the result of an event or occurrence and the reasons it happened.<br><br>Example: Weather patterns could be described that explain why a big snowstorm occurred. | Consequently, therefore, as a result, thereby, leads to, because, this lead to, since, may be due to | • Cycle<br>• Fishbone Map<br>• Webbing |
| Chronological/Order/ Sequence | The writer presents ideas, series of events, or a process in the order in which they occurred.<br><br>Example: A book about the American revolution might list the events leading to the war. In another book, steps involved in harvesting blue crabs might be told. | Next, first, last, second, another, then, after, additionally, initially, before, not long after when | • Chain of Events<br>• Sequence Chain<br>• Series of Events Chain |
| Compare/Contrast | The writer presents differences and similarities of two or more objects, places, events or ideas by grouping their traits for comparison.<br><br>Example: A book about ancient Greece may explain how the Spartan women were different from the Athenian women. | However, unlike, like, by contrast, yet, in comparison, although, on the other hand, instead of, unless, not only-but also, different from, similar to | • Compare/Contrast Matrix<br>• Venn Diagram |

# Reading Techniques All Teachers Can Use

## Help your students do these things...

### BEFORE READING

- Set a purpose for reading
- Establish conceptual frameworks to recall text over time
- Activate background knowledge of the topic
- Use knowledge of text structure to understand text
- Narrative text – characters, setting, problem, plot, resolution
- Expository text – compare/contrast, problem/solution, cause/effect, main idea/details, sequence

### DURING READING

- Read actively for a purpose
- Monitor comprehension
- Discriminate between important and less important ideas
- Use a variety of fix-up strategies
- Make connections to text/world/self
- Discriminate between an author's purpose and a teacher's purpose for reading
- Identify unfamiliar vocabulary using context clues and word attack skills
- Read flexibly by using a variety of strategies, by adjusting pacing and through skimming and scanning
- Interact with text by questioning, predicting and extending
- Interpret a variety of symbols across subject areas
- Utilize critical reading skills such as evaluating, interpreting and analyzing, recognizing difference between fact and opinion and recognizing logical fallacies

### AFTER READING

- Synthesize information from a variety of sources to develop an understanding and thinking about next steps – "What else do I need to know?"
- Summarize what has been read
- Evaluate the ideas in the text
- Read and interpreting data
- Read a variety of genres
- Choose to read and interacting with others about his/her reading
- Develop and extending oral and written responses to his/her reading
- Use reading to solve problems in life and at school

# Question-Answer Relationships

**IN THE BOOK
QUESTIONS**

**Right There**

**IN THE BOOK
QUESTIONS**

*Search and Find*

**IN MY HEAD
QUESTIONS**

*AUTHOR AND ME*

**IN MY HEAD
QUESTIONS**

*On My Own*

# NEWBERY MEDAL WINNERS
## 1922 to Present

- 2007: **The Higher Power of Lucky** (Susan Patron)
- 2006: **Criss Cross** (Lynne Rae Perkins)
- 2005: **Kira-Kira** (Cynthia Kadohata)
- 2004: **The Tale of Despereaux: Being the Story of a Mouse, a Princess, Some Soup, and a Spool of Thread** (Kate DiCamillo)
- 2003: **Crispin: The Cross of Lead** (Avi)
- 2002: **A Single Shard** (Linda Sue Park)
- 2001: **A Year Down Yonder** (Richard Peck)
- 2000: **Bud, Not Buddy** (Christopher Paul Curtis)
- 1999: **Holes** (Louis Sachar)
- 1998: **Out of the Dust** (Karen Hesse)
- 1997: **The View from Saturday** (E.L. Konigsburg)
- 1996: **The Midwife's Apprentice** (Karen Cushman)
- 1995: **Walk Two Moons** (Sharon Creech)
- 1994: **The Giver** (Lois Lowry)
- 1993: **Missing May** (Cynthia Rylant)
- 1992: **Shiloh** (Phyllis Reynolds Naylor)
- 1991: **Maniac Magee** (Jerry Spinelli)
- 1990: **Number the Stars** (Lois Lowry)
- 1989: **Joyful Noise: Poems for Two Voices** (Paul Fleischman)
- 1988: **Lincoln: A Photobiography** (Russell Freedman)
- 1987: **The Whipping Boy** (Sid Fleischman)
- 1986: **Sarah, Plain and Tall** (Patricia MacLachlan)
- 1985: **The Hero and the Crown** (Robin McKinley)
- 1984: **Dear Mr. Henshaw** (Beverly Cleary)
- 1983: **Dicey's Song** (Cynthia Voigt)
- 1982: **A Visit to William Blake's Inn: Poems for Innocent and Experienced Travelers** (Nancy Willard)
- 1981: **Jacob Have I Loved** (Katherine Paterson)
- 1980: **A Gathering of Days: A New England Girl's Journal, 1830-1832** (Joan W. Blos)
- 1979: **The Westing Game** (Ellen Raskin)
- 1978: **Bridge to Terabithia** (Katherine Paterson)
- 1977: **Roll of Thunder, Hear My Cry** (Mildred D. Taylor)
- 1976: **The Grey King** (Susan Cooper)
- 1975: **M. C. Higgins, the Great** (Virginia Hamilton)
- 1974: **The Slave Dancer** (Paula Fox)
- 1973: **Julie of the Wolves** (Jean Craighead George)
- 1972: **Mrs. Frisby and the Rats of NIMH** (Robert C. O'Brien)

- 1929: **The Trumpeter of Krakow** (Eric P. Kelly)
- 1928: **Gay Neck, the Story of a Pigeon** (Dhan Gopal Mukerji)
- 1927: **Smoky, the Cowhorse** (Will James)
- 1926: **Shen of the Sea** (Arthur Bowie Chrisman)
- 1925: **Tales from Silver Lands** (Charles Finger)
- 1924: **The Dark Frigate** (Charles Hawes)
- 1923: **The Voyages of Doctor Dolittle** (Hugh Lofting)
- 1922: **The Story of Mankind** (Hendrik Willem van Loon)

- **1984:** *The Glorious Flight: Across the Channel with Louis Bleriot* by Alice & Martin Provensen
- **1983:** *Shadow*, translated and illustrated by Marcia Brown; original text in French: Blaise Cendrars
- **1982:** *Jumanji* by Chris Van Allsburg
- **1981:** *Fables* by Arnold Lobel
- **1980:** *Ox-Cart Man*, illustrated by Barbara Cooney; text: Donald Hall
- **1979:** *The Girl Who Loved Wild Horses* by Paul Goble
- **1978:** *Noah's Ark* by Peter Spier
- **1977:** *Ashanti to Zulu: African Traditions*, illustrated by Leo & Diane Dillon; text: Margaret Musgrove
- **1976:** *Why Mosquitoes Buzz in People's Ears*, illustrated by Leo & Diane Dillon; text: retold by Verna Aardema
- **1975:** *Arrow to the Sun* by Gerald McDermott
- **1974:** *Duffy and the Devil*, illustrated by Margot Zemach; retold by Harve Zemach
- **1973:** *The Funny Little Woman*, illustrated by Blair Lent; text: retold by Arlene Mosel
- **1972:** *One Fine Day*, retold and illustrated by Nonny Hogrogian
- **1971:** *A Story A Story*, retold and illustrated by Gail E. Haley
- **1970:** *Sylvester and the Magic Pebble* by William Steig
- **1969:** *The Fool of the World and the Flying Ship*, illustrated by Uri Shulevitz; text: retold by Arthur Ransome
- **1968:** *Drummer Hoff*, illustrated by Ed Emberley; text: adapted by Barbara Emberley
- **1967:** *Sam, Bangs & Moonshine* by Evaline Ness
- **1966:** *Always Room for One More*, illustrated by Nonny Hogrogian; text: Sorche Nic Leodhas, pseud. [Leclair Alger]
- **1965:** *May I Bring a Friend?* illustrated by Beni Montresor; text: Beatrice Schenk de Regniers
- **1964:** *Where the Wild Things Are* by Maurice Sendak
- **1963:** *The Snowy Day* by Ezra Jack Keats
- **1962:** *Once a Mouse*, retold and illustrated by Marcia Brown
- **1961:** *Baboushka and the Three Kings*, illustrated by Nicolas Sidjakov; text: Ruth Robbins

## Coretta Scott King Author and Illustrator AWARD WINNERS
## 1970 to Present

- 2007:  *Copper Sun* by Sharon Draper
  *Moses: When Harriet Tubman Led Her People to Freedom*
  illustrated by Kadir Nelson

- 2006:  *Days of Tears* by Julius Lester
  *Rosa* illustrated by Bryan Collier

- 2005:  *Remember* by Toni Morrison
  *Ellington Was Not a Street* illustrated by Kadir A. Nelson

- 2004:  *The First Part Last* by Angela Johnson
  *Beautiful Blackbird* written and illustrated by Ashley Bryan

- 2003:  *Bronx Masquerades* by Nikki Grimes
  *Talkin' about Bessie: The Story of Aviator Elizabeth Coleman*
  Illustrated by E.B. Lewis, written by Nikki Grimes

- 2002:  *The Land* by Mildred D. Taylor
  *Goin' Someplace Special* illustrated by Jerry Pinkney, written
  by Patricia McKissack

- 2001:  *Miracle's Boys* by Jacqueline Woodson
  *Uptown* illustrated and written by Bryan Collier

- 2000:  *Bud, Not Buddy* by Christopher Paul Curtis
  *In the Time of the Drums* illustrated by Brian Pinkney, written by
  Kim L. Siegelson

- 1999:  *Heaven* by Angela Johnson
  *i see the rhythm* illustrated by Michele Wood, written by
  Toyomi Igus

- 1998:  *Forged by Fire* written by Sharon M. Draper
  *In Daddy's Arms I am Tall: African Americans Celebrating Fathers*
  illustrated by Javaka Steptoe

- 1997:  *Slam!* by Walter Dean Myers
  *Minty: A Story of Young Harriett Tubman* illustrated by Jerry
  Pinkney, written by Alan Schroeder

- 1996:  *Her Stories* by Virginia Hamilton
  *The Middle Passage: White Ships Black Cargo* illustrated by
  Tom Feelings

- 1982    *Let the Circle by Unbroken* by Mildred D. Taylor
           *Mother Crocodile:  An Uncle Amadou Tale from Senegal* illustrated
           by John Steptoe

- 1981:   *This Life* by Sidney Poitier
           *Beat the Story-Drum, Pum-Pum* illustrated by Ashley Bryan

- 1980:   *The Young Landlords* by Walter Dean Myers
           *Cornrows* illustrated by Carole Byard

- 1979:   *Escape to Freedom:  A Play about Young Frederick Douglass* by
           Ossie Davis
           *Something on My Mind* illustrated by Tom Feelings

- 1978:   *Africa Dream* by Eloise Greenfield
           *Africa Dream* illustrated by Carole Byard

- 1977:   *The Story of Stevie Wonder* by James Haskins
           No award for illustration

- 1976:   *Duey's Tale* by Pearl Bailey
           No award for illustration

- 1975:   *The Legend of Africana* by Dorothy Robinson
           No award for illustration

- 1974:   *Ray Charles* by Sharon Bell Mathis
           *Ray Charles* illustrated by George Ford

( Note: Prior to 1974, the Coretta Scott King  Award was given to authors only)

- 1973:   *I Never Had It Made:  The Autobiography of Jackie Robinson*  as
           told to Alfred Duckett

- 1972:   *Seventeen Black Artists* by Elton C. Fax

- 1971:    *Black Troubador:  Langston Hughes* by Charlemae H. Rollins

- 1970:   *Martin Luther King, Jr.:  Man of Peace* by Lillie Patterson

# Glossary of Terms

| | |
|---|---|
| Affix | A meaningful part of a word that is attached before (prefix ) or after (suffix) a root or base word to modify its meaning. |
| Alliteration | The repetition of initial consonant sounds in neighboring words (e.g., The slithering, slimy snake). |
| Allusion | A reference to a mythological, literary, or historical person, place, or thing. |
| Alphabetic principle | The assumption underlying an alphabetic writing system that each speech sound or phoneme of a language has its own distinctive graphic representation. |
| Ambiguous pronouns | *See Indefinite Pronouns and Misplaced Modifiers* |
| American Psychological Association (APA) Writing Style | A research documentation style that many of the social and behavioral sciences have adopted to present written material in the field. |
| Analogy | A comparison of two or more similar objects, suggesting that if they are alike in certain respects, they will probably be alike in other ways, too. |
| Analysis | A separating of a whole into its' parts with an examination of these parts to find out their nature and function. |
| Antagonist | A person or thing working against the main character. |
| Antecedents | The noun that a pronoun refers to or replaces. Pronouns must agree with their antecedents in person and number. |

A singular pronoun refers to a singular antecedent.
My dog **Chester** chews **his** tennis ball into tiny pieces.
The singular possessive pronoun **his** agrees with the singular noun antecedent **Chester**.

A plural pronoun refers to a plural antecedent.
Many of the **fans** lost **their** voices during the final minutes of the exciting playoff game.
The plural possessive pronoun **their** agrees with the plural noun **fans**.

| | |
|---|---|
| Buddy reading | Two students read or reread a text together. |
| Capitalization | The act of writing or printing a particular word (e.g., a proper noun) and using an uppercase (capital) letter of the alphabet for the first letter of the word. |
| Cause/Effect | A text or response to reading text that provides explanations or reason for phenomena. |
| Characterization | The method an author uses to reveal the characters and their various personalities. Authors use two major methods of characterization: direct and indirect. When using direct characterization, a writer states the characters' traits, actions, motives, or feelings. When describing a character indirectly, a writer depends on the reader to draw conclusions about the character's traits or uses other participants in the story to reveal a character's traits and motives. |
| Choral reading | A group reading aloud. Note: Choral reading may be used with a group to develop oral fluency or to make a presentation to an audience. It may also be used by two people, one of whom usually is a better reader and serves as a model during the reading. |
| Citation | A direct quote from the text; acknowledgment and documentation of sources of information. |
| Cite | To quote as an example. |
| Closed syllable | A syllable ending with one or more consonants (e.g., *mat, hand*). |
| Coherence | The quality achieved when all the ideas are clearly arranged and connected. The arrangement of ideas, within and among paragraphs, should be organized in such a way that the reader can easily move from one point to another. When all ideas are arranged and connected, a piece of writing has coherence. |
| Comparison/Contrast | A text or response to reading text that identifies how information presented has similar or different characteristics or qualities. |

| | |
|---|---|
| Deductive argument | allows the reader to draw conclusions from looking at an adequate and representative sample of facts; if the premises are all true and the argument's form is valid, the conclusion is inescapably true. |
| Denotation | The literal meaning of a word, the dictionary meaning. Opposite of connotation (e.g., Good night, sweet prince, and flights of angels sing thee to thy *rest* (sleep)). |
| Description | One of the four traditional forms of composition in speech and writing. Its purpose is to provide a verbal picture of a character, event, setting, etc. |
| Detail | A fact revealed by the author or speaker that supports the attitude or tone in a piece of poetry or prose. In informational text, details provide information to support the author's main point. |
| Dialogue | A conversation between two characters. In poems, novels, and short stories, dialogue is usually set off by quotations marks to indicate a speaker's exact words; in a play, dialogue follows the names of the characters, and no quotation marks are used. |
| Diction | The writer's choice of words based on their effectiveness. |
| Drama | A story written to be performed by actors. Dramas are often divided into parts called acts, which are often divided into smaller parts called scenes. |
| Dyslexia | Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that |

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| Fable | A short story or folk tale embodying a moral, which may be expressed explicitly at the end. Though a fable may be conversational in tone, the understanding from the outset is that it is an invention, a created fiction. |
| Fiction | An imaginative narrative in any form of presentation that is designed to entertain, as distinguished from that which is designed primarily to explain, argue, or merely describe. It includes novels, short stories, plays, narrative poetry, fictional elements at times included in historical fiction, fables, fairytales, folklore, legends, and picture books. |
| Figurative language | Techniques used in writing (particularly expressive writing) to create images (e.g., similes, metaphors, alliteration, assonance, personification, onomatopoeia). |
| Figure of speech | A word or phrase that describes one thing in terms of something else, often involving an imaginative comparison between seemingly unlike things. |
| Flashback | A scene that interrupts the action of a work to show a previous event. By giving material that occurred prior to the present event, the writer provides the reader with insight into a character's motivation and or background to a conflict. |
| Fluency | The clear, easy, and quick written or spoken expression of ideas, freedom from word-identification problems that might hinder comprehension in silent reading or the expression of ideas in oral reading; automaticity. |
| Focus | The specific idea(s) within the topic that the writer is addressing (e.g., If the topic is "horses," the focus might be: Horses are very expensive to own). |
| Folktales | A short story from the oral tradition that reflects the mores and beliefs of a particular culture. |

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| Homonym | One of two words that have the same sound and often the same spelling but differ in meaning (e.g., bear "to carry", bear "the animal", and bare "naked"). |
| Homophone | One of two or more words that are pronounced the same but differ in meaning, origin, and sometimes spelling (e.g., hair/hare, knight/night, and scale [fish]/ scales[musical]). |
| Hyperbole (Exaggeration) | A deliberate, extravagant, and often outrageous overstatement that is used for emphasis or comic effect. |
| Idiom | An expression that does not mean what it literally says, as *to have the upper hand* has nothing to do with hands or *don't let the cat out of the bag* means to not tell something one knows, to keep silent. |
| | Note: Idioms are peculiar to a given language and usually cannot be translated literally. |
| Imagery | Multiple words or a continuous phrase that a writer uses to represent persons, objects, actions, feelings, and ideas descriptively by appealing to the senses (e.g., *such sweet sorrow*). |
| Indefinite pronoun | A pronoun that refers to an unnamed or unknown person, place or thing. |
| | When the dispatcher talked to the messenger, he told him to deliver the package to the new address. |
| | The problem lies with the pronouns "he" and "him". Since two different people are mentioned, the question is asked, "Who is HE and who is HIM?" A better way of writing the sentence so the reader will clearly know is as follows: |
| | The dispatcher told the messenger to deliver the package to the new address. |
| Independent practice | The phase of instruction that occurs after skills and strategies have been explicitly taught and practiced under teacher direction or supervision. Independent practice involves the application of newly taught skills in familiar formats or tasks and reinforces skill acquisition. |

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| Learning center or station | A location within a classroom in which students are presented with instructional materials, specific directions, clearly defined objectives, and opportunities for self-evaluation. |
| Listening comprehension | The act or ability of understanding what a speaker is saying and seizing the meaning. |
| Literary analysis | The study or examination of a literary work or author. |
| Literary conflict | The tension that grows out of the interplay of the two opposing forces in a plot. |
| Literary criticism | The result of literary analysis; a judgment or evaluation of a work or a body of literature. |
| Literary devices | Tools used by the author to enliven and provide voice to the writing (e.g., dialogue, alliteration, foreshadowing, personification, metaphors, etc.). |
| Literary elements | The essential techniques used in literature, such as characterization, setting, plot and theme. |
| Literary nonfiction | A text that conveys factual information. The text may or may not employ a narrative structure and characteristics such as dialogue. |
| MAGNOLIA | A Mississippi statewide consortium funded by the Mississippi Legislature that provides online databases for publicly funded K-12 schools, public libraries, community college libraries, and university libraries in Mississippi. |
| Matthew effect | The "rich-get-richer, poor-get-poorer" effects embedded in the educational process. The term is derived from Matthew's Gospel. |
| Metaphor | A figure of speech in which one thing is described in terms of another to make an implicit comparison-that is, a comparison that does not use words such as "like" or "as" (e.g., The sky's lamp was bright). |

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| Narration | One of the four traditional forms of composition in speech and writing. Its purpose is to tell a story or give an account of something dealing with sequences of events and experiences. |
| Narrative | A story or narrated account of actual or fictional events. |
| Narrative essay | Narrative writing tells a story. Most essays of this type spring from an event or experience in the writer's life. Narrative essays are told from a defined point of view, often the author's, so there is feeling as well as specific and often sensory details provided to get the reader involved in the elements and sequence of the story. The verbs are vivid and precise. The narrative essay makes a point and that point is often defined in the opening sentence, but can also be found as the last sentence in the opening paragraph. |
| Narrative passage | Text in any form that recounts or tells a story. |
| Narrator | The person (or animal or object) telling a story, who may be a character within the story or someone outside of the story. |
| Non-fiction | Prose designed primarily to explain, argue, or describe rather than to entertain; specifically, a type of prose other than fiction but including biography and autobiography. |
| Occasion | The happening or event that make the response possible. |
| Onomatopoeia | A figure of speech in which the sound of the word imitates the sounds associated with the object or actions to which they refer (e.g., crackle, moo, pop, zoom). |
| Onset and rime | Intersyllabic units that are smaller than words and syllables but larger than phonemes. The *onset* is the portion of the syllable that precedes the vowel (e.g., in the word *black* the onset is *bl*). The *rime* is the portion of the syllable including any vowels and consonants that follow (e.g., in the word *black* the rime is *ack*). Although not all syllables or words have an onset, all do have a rime (e.g., the word or syllable *out* is a rime without an onset). |

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| Phonemic awareness instruction | Teaching awareness of words, syllables, and phonemes along a developmental continuum that includes rhyming, recognition and production, isolation, blending, matching of phonemes, segmentation, and substitution. Early phonemic instruction should focus on exploration of the auditory and articulator structure of spoken language, not on letter-sound correspondences. |
| Phoneme blending | The aspect of phonemic awareness that involves the ability to blend phonemes (sounds) into words. |
| Phoneme segmenting | The aspect of phonemic awareness that involves the ability to break words into its separate phonemes (sounds). |
| Phonics | A system of teaching reading and spelling that stresses basic symbol-sound relationships and their application in decoding words. |
| Phonological awareness | A broad term that includes phonemic awareness. In addition to phonemes, phonological awareness activities involve work with rhymes, words, syllables, and onset and rimes. |
| Plot | The plan, design, storyline, or pattern of events in a play, poem, or works of fiction. |
| Poem | A composition characterized by use of condensed language, chosen for its sound and suggestive power and the use of literary techniques such as rhyme, blank verse, rhythm, meter, and metaphor. |
| Point of view | The way in which an author reveals characters, events, and ideas when telling a story. The perspective or vantage point from which a story is told. |

Protagonist | The main character or hero of a text.

Punctuation | The appropriate use of standard marks (e.g., periods, commas, and semicolons) in writing and printing to separate words into sentences, clauses, and phrases to clarify meaning).

Purpose | The specific reason for writing. The goal of the writing is to entertain, express, inform, explain, persuade, etc.)

Readers Theatre | A performance of literature (e.g., a story, play, poetry, etc.) read aloud expressively by one or more persons, rather than acted.

Reading comprehension | The ability to apprehend meaning from print and understand text. At a literal level, comprehension is the understanding of what an author has written or the specific details provided in a text. At a higher-order level, comprehension involves reflective and purposeful understanding that is thought-intensive, analytic, and interpretive.

Reading critically | Reading in which a questioning attitude, logical analysis, and inference are used to judge the worth of the text; evaluating relevancy and adequacy of what is read; the judgment of validity of worth of what is read, based on sound criteria and evidence.

Reading rate | The speed at which a person reads; generally measured as words per minute or words correct per minute.

Realistic fiction | Fiction drawn from the writer's imagination, but is true to life; often focuses on universal human problems.

Recreational reading | Voluntary or leisure reading for which students use self-selected texts that can be read comfortably and independently.

Reference to text | Mentioning or alluding to something in the text without directly quoting the text (e.g., Pip was frightened when he met the convict in the graveyard.).

Repetition | The deliberate use of any element of language more than one sound, word phrase, sentence, grammatical pattern, or rhythmical pattern.

Resolution | The portion of a play or story in which the problem is

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| Semantics | The study of meaning in language, particularly the meaning of words and changes in the meanings. |
| Sensory description | Elaboration on a key part or character of the story that includes the five senses: Sight, smell, touch, taste, and sound. All five senses do not have be used, just the ones that naturally fit into the description. Feelings and thoughts, as well as dialogue, may be embedded. |
| Sentences | *Declarative*—a sentence that makes a statement. *Exclamatory*—a sentence that makes a vehement statement or conveys strong or sudden emotion. *Imperative*—a sentence that expresses a command or request. *Interrogative*—a sentence that asks a question or makes an inquiry. |
| Sequence | A text structure in which ideas are grouped on the basis of order or time. |
| Setting | The time and place of the action in a literary work. The setting includes all the details of a place and time. In most stories, the setting serves as a backdrop or context in which the characters interact and the plot progresses. |
| Shared reading (shared book experience) | An instructional strategy in which the teacher involves a group of children in the reading of a particular big book in order to help them learn different aspects depending on the grade level (e.g., for young children with the beginning literacy skills of print conventions and the concept of *word*). These aspects can also include development of reading strategies, such as decoding or the use of prediction. |
| Shared writing | An opportunity for teachers and children to share the act of composing a piece of writing. |
| Sight vocabulary/sight words | Words that are read automatically on sight because they are familiar to the reader. |
| Simile | A figure of speech in which one thing is likened to another using an explicit comparison (that is, using the words "like" or "as") to clarify or to enhance an image |

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| Style | The characteristic manner used by an author to express ideas and create intended effects, including the writer's use of language, choice of words, and use of literary devices. |
| Summary | Writing that presents the main points of a larger work in condensed form. |
| Summative evaluation | An overall assessment or decision regarding a program. |
| Syllabication | The division of words into syllables, the minimal units of sequential speech sounds composed of a vowel sound or a vowel-consonant combination. |
| Syllable | A word part that contains a vowel or, in spoken language, a vowel sound (e.g., *e-vent; news-pa-per; ver-y*). |
| Syllable blending | An aspect of phonological awareness that involves the ability to blend syllables to make words. |
| Syllable segmenting | An aspect of phonological awareness that involves the ability to break words into syllables. |
| Syllogisms | A form of deductive reasoning consisting of a major premise, a minor premise, and a conclusion (e.g., *All humans are mortal*, the major premise, *I am a human*, the minor premise, *therefore, I am mortal*, the conclusion). |
| Symbolism | A device in literature where an object, person, place, or action represents an idea, quality, attitude, or value. The device symbolizes a word or object that stands for another word or object. The object or word can be seen with the eye or not visible (e.g., A dove stands for Peace. The dove can be seen and peace cannot). |
| Synonym | Two or more words that have highly similar meanings (e.g., happy, glad, and cheerful). |
| Syntax | The pattern or structure of word order in sentences, clauses, and phrases. |

limited subject (Internet), a strong verb, and the reason for it-the "why" (The Internet provides information of varying depth and quality.)

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| Tone | The overall feeling or effect created by a writer's attitude, use of words, and sentence structure. This feeling may be serious, mock-serious, humorous, sarcastic, solemn, objective, etc. |
| Topic | The general subject matter covered in a piece of writing. |
| Traditional literature | Stories passed down orally throughout history (e.g., folk tales, fairy tales, myths, legends, and epics). |
| Transitions | Words or phrases that help tie ideas together (e.g., however, on the other hand, since, first, etc.). Transitional devices also include numbering, use of such things as space, or ellipses to enhance meaning. |
| Turning point | The moment in a story or a play when there is a definite change in direction and one becomes aware that it is now about to move toward the end. |
| Vocabulary and concept development | Instruction in the meaning of new words and concepts. Vocabulary instruction is most effective when specific information about the definitions of words is accompanied by attention to their usages and meanings across contexts. The development of an extensive reading vocabulary is a necessary phase of good comprehension. |
| Voice | The style and quality of the writing, which includes word choice, a variety of sentence structures, and evidence of investment. Voice portrays the author's personality or the personality of the chosen persona. A distinctive voice establishes personal expression and enhances the writing. |
| Web | A graphic organizer used to involve students in thinking about and planning what they will study, learn, read about, or write about within a larger topic. A teacher may begin with a brainstorming discussion of topics related to a particular theme and then represent subtopics through the use of a web drawn on the board. Webbing can be used to encourage students to consider what they know about each subtopic or what they want to know. |